

## THE CLEARING HOUSE

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# AUTHORITARIANISM:

## Enslaving yoke of nations and schools

By ERNEST O. MELBY

RECENTLY for weeks we witnessed a crisis in international affairs so intense and crucial that a world war has been barely averted. In the confusion of territorial demands, recriminations, and diplomatic conferences, one is apt to overlook the basic issue involved, which is that of authoritarianism.

The European situation is, in effect, a Titanic struggle between two ideologies—authoritarianism on the one hand and an embryonic struggling form of democracy on the other. While this conflict has momentous implications in every field of human endeavor, it can truthfully be said that nowhere has it greater portent than in education.

We shall not fully understand the implications of the battle for supremacy between democracy and authoritarianism unless we are clear about the meaning of these two terms.

The basic principle of authoritarianism is that the masses of mankind are deemed to be incapable of determining or developing their own criteria of truth and value.

EDITOR'S NOTE: *Dean Melby, of Northwestern, has a fervor for democracy that is widely acclaimed in the educational world. We believe that every American high-school teacher and administrator should read this article. F. E. L.*

Accordingly, the masses cannot effectively govern themselves but must place their faith in the wisdom and the authority of the few highly selected individuals who by their very competence are fitted to comprise the ruling class. Similarly, the masses cannot effectively seek or find the truth, hence they must appeal to authority. Since they are incompetent to determine *what* is right, they must of necessity ask *who* is right.

The masses are likewise assumed to be unequal to the task of deciding what is *good*; hence they must depend upon the authority of the church. Children according to this same view do not know what is best for them so they should do the bidding of their parents. Students do not know what they should learn; therefore, they should do what the teacher tells them to do. The ordinary races of the world cannot be expected to manage their affairs effectively, so Hitler and the pure Nordics should undertake world management.

Thus we see that authoritarianism is a pattern that permeates every field of human activity, including government, religion, home, education and international affairs. Moreover, we see clearly that its essential element is a lack of faith in people.

But authoritarianism has another principle and that is the priority of the system, the state or the creed over the individual. Another way to state this principle is to

say that authoritarianism exhibits a lack of respect for personality.

Almost every atrocity or brutality can be defended in the interest of the group as a whole. Capital punishment for all criminals, death for all dissenters, purges, secret police, death without trial, destruction of free speech, free press and freedom of assembly can all be advanced as means for the protection of this monstrous thing called "the state", or "the party". Before these totalitarian creations a mere human being, an individual, pales into insignificance. He can, if need be, be used for a human torpedo or he may be subjected to torture or degradation.

A further element in authoritarianism is its static character. The creed once laid down becomes a yoke for the enslavement of the masses for generations. Examples are the dogmas of the church, the theories of Karl Marx, and Washington's farewell address. Resistance to change thus becomes one of the major concerns of an authoritarian organization. In fact, anyone in such a setting who proposes change becomes guilty of crime.

At one time, for example, the Czar of Russia derived his power both from God and by inheritance. Hence anyone who opposed him was simultaneously guilty of both treason and blasphemy. The creed under authoritarian conditions not only takes precedence over individuals but it also outlives them and remains to enslave their children.

Thus we see authoritarianism resting upon a tripod, one leg of which is lack of faith in the masses of people, another, lack of respect for personality, and the third, a static conception of values. Let us turn now to a simple analysis of the democratic way of life.

The first essential of democracy is faith in the masses of people, faith in their capacity to develop their own criteria of truth and value, faith in their ability to govern themselves, faith in their educa-

bility, their sincerity, their altruism, their improvability, and their capacity for growth. Here we speak of a faith not only in the few but in the masses.

In the presence of such a faith the common man takes on a dignity, an importance, and a worthwhileness. Such an attitude causes parents to have faith in their children, teachers to have faith in their pupils, administrators to have faith in their teachers, governments to have faith in citizens, and nations to have faith in each other.

Intimately related to the principle of faith in people is the idea of respect for personality. Where authoritarianism gives priority to the state and the creed, democracy seeks the fullest development of the individual. Because of the significance of each human being his personality is in effect sacred. He is or should be free to be himself, to be unique, and creative. Accordingly he should have the freedom to learn, the freedom to teach, to speak, to write, to assemble with others. The only limitation upon such freedom is the common good.

The principle of respect for personality is thus in effect a social concept. No individual has a chance to have his personality respected unless each person in society respects the personalities of all other persons. The lack of freedom now possessed by almost all of us is due to the failure of others to respect our personalities.

Respect for personality is something more magnificent and far-reaching than sentimental concern for others. Fundamentally, it rests upon the two principles of the worthwhileness of the individual and the importance of seeking his fullest development. Here we have social as well as individual concern. We want a society in which each individual can attain the fullest measure of development. At the same time we can create such a society only as we help individuals to the fullest development of their individual potentialities.

A third essential of the democratic way

of life is change. In contrast to the static values of authoritarianism, democracy recognizes no hierarchy of truth, no absolute values. The only guide to values is the constant and critical study of experience. Moreover, democracy's values are human values. A thing is *good* when it is good for *man* not only in the aggregate but for individuals. There are no criteria beyond the realm of experience. Even our criteria themselves are in process of growth and change.

In all of this science is the handmaiden of democracy. Science supplies democracy with techniques for analyzing its experience and for evaluating its various devices and procedures. As the human race discovers new data through critical study of experience it should be able to translate such new data into improved forms of living.

Unless a society is a changing society it cannot take full advantage of new and accumulated knowledge. It cannot determine the merit of new devices and procedures except as it is free to try them. If they fail they will be discarded and replaced with still others. Through change and experience with change society moves forward. Thus a democracy is in effect a self-repairing society.

We can now compare the two ideologies just analyzed. Democracy exhibits faith in the *masses of people*; authoritarianism lacks this faith and pins its hopes on the *few*—on the *great*. Democracy gives high place to individual human values, while the conflicting pattern gives priority to the state and the creed. Democracy respects personality—authoritarianism does not. Democracy depends for its growth and progress upon change while authoritarianism resists change. Democracy and authoritarianism are thus two opposite ways of looking at people, at government, at home life, at religion, at education and at international affairs.

The conflict between these two ideologies

is world wide. It is of course a conflict between those nations which are most authoritarian and those which are most democratic. But within even the most democratic nations there is a constant struggle for supremacy between democracy and authoritarianism. Let us choose some examples from our own country.

Industrial organization in the United States is decidedly authoritarian. While from time to time there is a struggle for democratization one can safely say that American industrial organization in the main follows the Fascist pattern. Our schools talk about democracy but they are essentially authoritarian in their life. If a teacher wants to know what to do she asks the principal. She asks not *what* is best but *who* is right?

Our churches are similarly authoritarian; so are most of our homes. Life even in our so-called American democracy is essentially authoritarian. But as Mr. Axtelle has said, "We have enough democracy so that we can carry on a 'guerilla warfare' for more democracy." Thus that degree of democracy which we have is exceedingly important. As far as international life is concerned it is a struggle between nations which are partially democratic and those which are almost wholly authoritarian.

This struggle between two ideologies is, I believe, the most important problem confronting education today. At home the voices are by no means lacking in the defense of authoritarianism. In fact, many who have given lip service to democracy when they thought only political democracy was involved are frightened at the thought of a triad conception of democracy including the social and the economic aspects of life. Such persons see a ray of hope for the preservation of vested interests in the swastika and vari-colored shirts.

At the same time we must remember that our education has in its essentials been authoritarian, that we have never had a really democratic system of education. We

thus have the problem of building a democratic system of education rather than the problem of preserving what we have.

The lack of democracy in existing education is deep rooted. In the first place the system is selective in character—even competitively selective. As teachers we lose our hearts to the so-called brilliant students and grudgingly serve the masses. We are for the most part intellectual aristocrats who in our behavior are authoritarian rather than democratic. In the second place the life of the school is authoritarian. We are thus in the dubious position of seeking to educate children for democracy by having them live in an authoritarian setting.

As educators we cannot ignore the propaganda from totalitarian states. Efficiency has been an American preoccupation. Let us not dismiss lightly the potency of the arguments for the efficiency of totalitarian states.

If Fascism eliminates unemployment, provides universally for the essentials of the physical life, it is sure to receive favorable consideration at the hands of many Americans. Moreover our industrial organization is really the prototype for the totalitarian state. Notice also the emergence of "red squads" on police forces, the sporadic appearance of Anti-Semitism as well as the formation of definitely Fascist groups. Totalitarian states have developed the most gigantic propaganda machines. Can we be naïve enough to believe that these agencies will not be felt even in our own country?

We have thus far, however, dealt with perhaps the more superficial forces pulling us in the direction of authoritarianism. The basic influence is our own unsolved social problem. For the first 125 years of our nation we had no really crucial social problem. An unexploited frontier could always absorb our unemployed. Now there is no frontier. We have, moreover, millions of unemployed. One-third of our population is said to be poorly fed, housed and

clothed. Can any reasonably informed person be naïve enough to believe that our present economic system can survive if it fails to solve these problems?

Millions of our present citizens have experienced our present traditional educational efforts and yet they do not know what democracy means. They have no comprehension of the impact of industrial civilization on our society; no appreciation of the real forces that have led to the overthrow of democracy abroad; no awareness of the influences that are weakening democracy in our own nation. While precious time is being lost such people are confining their efforts to a defense of the old shibboleths.

Their present behavior is such a serious reflection on the effectiveness of past educational effort that it must cause us as educators to hang our heads in a feeling of futility. Adult education must atone for the sins of general education. It is in the re-interpretation of democracy that it faces its supreme challenge.

Personally, I believe that the interpretation, teaching and living of democracy is the all-important problem in the coordination of educational efforts. Democracy is not understood even by our own teachers let alone the man in the street. When people from totalitarian states extoll the merits of their authoritarian patterns, what have we to say of democracy? What does it mean? What is its real orientation? Where are we going? How do democratic objectives compare with authoritarian goals? We ought to be able to talk with knowledge, clarity, and something approaching religious fervor in answer to these questions.

Our children and youth should be so thoroughly steeped in the democratic way of life that they will be immune to authoritarian propaganda. In this effort we have a glorious content to help us. The history and origins of democracy in America, the writings of Lincoln and Jefferson,

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the Declaration of Independence and the Bill of Rights in our constitution are examples.

Also, we must analyze the authoritarian concepts and permit our pupils to see that these concepts are instrumentalities for the enslavement of mankind, that the peoples of totalitarian states have in effect sold their birthright of freedom for a mess of pottage called economic security.

Surely as teachers we must know our own field of activity. If so, we know that the only way to learn anything is to live it. It will do only a little good to talk to our children about democracy. But it will do a great deal of good to live democratically.

Are we willing to abandon the authoritarian devices which now clutter up our schools—"failures", marking systems, authoritarian supervision and administration? Are we really interested in our pupils as human personalities? Do we give our pupils the affection and freedom which will help them to their fullest individual development? Do we recognize the uniqueness and creative abilities of each human being? Do we really respect the personalities of our pupils? Do we have and constantly exhibit faith in our pupils?

Have we placed human values upon such a high plane in our schools that every child

will acquire them as a natural process of living? Have we ourselves a real regard for what we can learn from every human being—from every child? Is our tolerance of other races and peoples a theory or a practice?

A disturbing state of mind overtakes one when he attempts to get answers to such questions as we have just raised. When a teacher is realistic he is aware that pupils know from our behavior whether we respect their personalities or not. They know whether or not we have faith in them. Moreover, when they leave us they are likely to forget what we have said and do what we have done.

Our problem in the interpretation, teaching, and living of democracy is thus twofold. First, we must have such understanding and knowledge of our ideology that we can convey its meaning to others. Second, this philosophy must become so much a part of our own personalities, so built into our organisms that both our conscious and unconscious behavior will literally radiate our point of view. Whenever American teachers do these two things they will make the school a potent influence for the extension of the democratic way of life. Simultaneously, they will achieve their own salvation in the educational sense of the word.



### *Teacher Solidarity*

Twenty-five years ago, I belonged to the bricklayers' union. I think my dues amounted to about twenty-five dollars a year. It would be well for teachers who seem to find it difficult to pay the modest dues of their professional organizations to remember that workers in other fields have discovered a relationship between strong, well-financed organizations and the average income of the individual members who compose them. When reverses are sustained, when school terms are shortened, curricula trimmed, and salaries cut, is precisely the time to strengthen cooperative action to improve conditions.—J. W. STUDEBAKER, U. S. Commissioner of Education, in *The Tennessee Teacher*.

### *Science Class Play*

Following an introduction to chlorine compounds in the chemistry laboratory, pupils in a science class of the University High School, Las Vegas, N.M., read extensively on the subject in the school library. Committees interviewed druggists, flour mill operators, and managers of laundries, city water works, and hospitals to learn how chlorine compounds are used. Impressed by their knowledge, the pupils decided to write a play around the uses of chlorine in modern life, for actual stage presentation. Aided by advice and criticism from teachers of English and social studies, the pupils wrote and produced this community project with success.—A. M. Poole and Nell Doherty, *New Mexico School Review*.

# THE WINFIELD SUMMER ACTIVITY PROGRAM

By EVAN E. EVANS

THE Winfield, Kansas, Board of Education started the Winfield Summer Activity Program in the summer of 1938. For years the problem of the care of urban children in the summer time has grown increasingly grave. There is virtually no employment for them either at home or in the business district. The boys and girls of earlier generations had to help with the chores at home, take care of large gardens, take care of the family live stock, and many of them were able to secure summer jobs in the stores and business houses of the community.

As the population became more dense there were no yards to care for, no jobs obtainable, and the three-months summer

vacation became a real trial both to the children and to the parents.

With nothing to do children developed habits of laziness and lassitude. Mothers were annoyed with their constant clamoring for something to do. The nervous tension connected with the heat of the summer made the summer season a most unhappy one.

Not only was the summer wasted, but in far too many cases, gangs were organized and the gang activity would be actually detrimental to the good of the members of the gang and also to the good of the community.

There are still a few people even in Winfield who hold to the theory that it is the responsibility of the parents to give the children all of the activities and education they need outside of the Three R's. The Winfield Board of Education has accepted rather philosophically the fact that even though there is a possibility the parents should assume this responsibility, they have not and probably cannot. Therefore, to the extent finances are available and the need arises, the Board proposes to give the children of Winfield opportunity for active participation in and access to educational opportunities beyond the limited Three R's philosophy.

Some communities have been operating summer playground programs and other communities have rather comprehensive summer music programs. In other instances, government workers have been used to organize and maintain summer programs. These were probably playground programs and were quite profitable.

However, the Winfield plan calls for ex-

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EDITOR'S NOTE: *The arts and the manual crafts were well represented among the nineteen activities of the Winfield, Kansas, summer activity program, as well as athletics. A notable fact is that expert instruction was given in each activity. The author, who served as director of activities, is superintendent of schools of Winfield. He reports that the program won the gratitude of the parents, the coöperation of the business men, and the enthusiastic participation of elementary-school and junior-high-school pupils. He explains why the activities planned for senior-high-school pupils failed to win their support, and predicts that following the success of this year's activities, the enlarged program for next summer will win the participation of these older students. The 1938 program was so successful that before it ended, plans were being made for next summer.*

# Winfield's Summer Activity Schedule

MAY 31 TO JULY 22, 1938

A Mon., Wed. 8 to 10  
B Mon., Wed. 10 to 12

C Tues., Thurs., Fri. 8 to 10  
D Tues., Thurs., Fri. 10 to 12

<b>MANUAL TRAINING—High School</b>		<b>DRAMATICS—High School</b>		<b>Webster 1-2-3-4 Grades C-D</b>	
5th & 6th Grade Boys	A	Junior High	C	Irving 1-2-3-4 Grades	A-B
5th & 6th Grade Boys	B	Senior High	A	<b>BASEBALL</b>	
7th Grade Boys	C	<b>JOURNALISM—High School</b>		Albright Park	
8th & 9th Grade Boys	D	6-7-8-9 Grade Boys & Girls B		5th & 6th Grade Boys	D
<b>PRINTING—High School</b>		10-11-12 Grade Boys & Girls	D	Irving	
5th & 6th Grade Boys	A	<b>CHORUS—High School</b>		5th & 6th Grade Boys	D
5th & 6th Grade Girls	B	Elementary Boys	B	5th & 6th Grade Girls	B
Junior High—Boys & Girls C		Elementary Girls	B	Webster	
Senior High—Boys & Girls D		Junior High Boys	D	5th & 6th Grade Girls	B
<b>CRAFTS—High School</b>		Junior High Girls	D	Stevenson	
4-5-6 Grade Boys & Girls A		<b>VIOLIN—High School</b>		5th & 6th Grade Girls	B
4-5-6 Grade Boys & Girls B		3rd & 4th Boys & Girls	A	High School	
7-8-9 Grade Boys & Girls C		5th & 6th Boys & Girls	A	Junior High Girls	B
7-8-9 Grade Boys & Girls D		Junior High Boys & Girls C		Senior High Girls	A
<b>SEWING—High School</b>		Cello and Double Bass	C	McGregor Park	
5th & 6th Grade Girls	A	<b>MUSIC—High School</b>		Junior High Boys	C
Junior High Girls	C	Cornet	C	Senior High Boys	D
<b>FOODS—High School</b>		Trombone	C	<b>TENNIS—Instruction</b>	
5th & 6th Grade Girls	B	Clarinet	C	High School	
Junior High Girls	D	Other Instruments:	C	4-5-6 Beginners—Girls	C
<b>ART—High School</b>		(Percussion, Brass, Woodwind)		Junior High Beginners—Girls	A
3rd-4th Grade Boys & Girls A		Conducting	C	Junior High Girls who have had some tennis	B
5th-6th Grade Boys & Girls B		<b>STORY TELLING—City Library</b>		Albright Park	
Junior High Boys & Girls C		1st-2nd Grade Boys & Girls A		4-5-6 Beginners—Boys	C
Senior High Boys & Girls D		3rd-4th Grade Boys & Girls B		Jr. High Beginners—Boys	A
<b>CREATIVE DRAMATICS—High School</b>		READING CLUB 5th & 6th	C	Junior High Boys who have had some tennis	B
2-3-4 Grade Boys & Girls A		<b>PLAYGROUND—Boys &amp; Girls</b>		<b>SWIMMING—Instruction</b>	
5th & 6th Boys & Girls	B	Stevenson 1-2-3-4 Grades C-D		Community Pool	
Junior High Boys	C	<b>SPECIAL EVENTS</b>		1-2-3 Beginners	C
Junior High Girls	D	<b>BICYCLE RACES</b>		4-5-6 Beginners	C
<b>PET SHOW</b>		<b>PHOTOGRAPH CONTEST</b>		1-2-3-4-5-6 (who can swim)	D
One day only.	Prizes	<b>SPECIAL DISPLAYS</b>		Junior High Beginners	D
<b>BICYCLE RACES</b>		<b>CREATIVE work of manual activities exhibited in local store windows.</b>		Park Pool (Negroes) (All Grades)	D
One day only.	Prizes	<b>DOLL SHOW</b>		<b>TENNIS TOURNAMENT</b>	
<b>PET SHOW</b>		<b>One day only.</b>		Several days.	Prizes

pert supervision, since in addition to furnishing activities which will be enjoyed by the children, it also offers expert instruction in all of the games and activities included in the program. Expert instruction and supervision call for the selection of a high quality of staff member. Furthermore, the staff must be elastic in the hours it works since increasing interest in an activity might call for a transfer in the staff.

The Winfield Summer Activity Program combined *all of the wholesome activities* in which the boys and girls of Winfield indicated an interest. All enrollment was purely voluntary and groups met once, twice or three times a week.

A four-period program was set up so youngsters who wished might participate in activities which would take all of their time from 8:00 until 12:00 in the morning five days a week—Monday through Friday. These periods were so divided that most activities were in multiples of two hours. The A period was from 8:00 to 10:00 on Mondays and Wednesdays and the C period from 8:00 to 10:00 on Tuesdays, Thursdays and Fridays. This long period gave a better opportunity for a full game of softball, for more concentrated activity in the various crafts lines and for more continuous and more effective practice in dramatics and music. The B and D periods were from 10:00 to 12:00 on the same days as the A and C periods.

On this basis the following activities were organized: Four groups in Manual Training; four in Crafts; three in Sewing; one in Foods; four in Art; four in Creative Writing and Creative Dramatics; one in Dramatics; two in Journalism; two in Chorus, two in Stringed Instruments and two String Ensembles; two Story Telling Clubs, one Reading Club; and six Playground Groups. Four groups took class lessons in Tennis for Girls and three groups took class lessons in Tennis for Boys. There were two Softball Leagues; 700 students were enrolled in twelve classes in Swimming; one group took

Brass Instruments, one Woodwind, one Horn, one Conducting, one Flute and one Drums. An additional Swimming group was offered for the Negro children of the community.

All in all, more than 1,200 children were enrolled in these activities. The activities began the week following the close of school and continued for eight consecutive weeks, closing Friday, July 22.

Since many children in Winfield take private lessons in music, French, reading, Shakespeare, etc., parents were urged to have these children enroll in three activities only and leave the fourth activity period free for this private lesson. This left the afternoon entirely free, which was of special advantage to mothers of the elementary school children who felt their children needed rest periods in the afternoon.

The evening period was also left free since in a community like Winfield that is the most popular for family gatherings, family picnics and other activities in which the family may participate as a unit. The program was at all times supposed to strengthen and build up family unity and the family summer program. The enrollment schedule is rather complicated. Study of the accompanying boxed schedule will show how easy it would be to work in a morning program which would be satisfactory to local private teachers.

Thirty-seven people made up the staff of the Summer Activity Program. Fourteen of these worked full time five mornings a week, some of the rest worked three mornings per week, some two and a few of them worked only two or four hours per week. In every instance a specialist had charge of the activity. The instructor in French Horn had won National honors in horn competition. The instructor in Stringed Instruments was the regular instructor in the public schools.

The girl in charge of Girls' Swimming has been regular swimming instructor in an eastern girls' camp. Seven of the staff members have Masters Degrees, five more have



degrees and still two more are teaching regularly although they do not have their college degrees. The rest were college students majoring in the activity in which they were giving instruction. All 37 staff members were recognized in the community for the activities which they were supervising.

Regular staff meetings were held and in these meetings particular emphasis was placed upon the fact that this was a new enterprise and that problems which arose must be met with sanity. The staff members at all times maintained a dignity fitting the program. Since a number of the staff members were college students and since several of the members had had no connection with any camp or other summer activity, they were urged to wear neat and suitable clothes.

The Supervisors of the playground program never permitted themselves to start the day with soiled uniforms. This care on the part of staff members contributed quite a little to the high morale of the students throughout the entire program. When the bicycle races were held at the Fair Grounds before more than 2,000 people, practically every one of the sixty or more entrants was in clean, fresh sports clothing.

Splendid support was given the Board of Education by all of the community institutions. The City of Winfield furnished the swimming pools; the Winfield Public Library was made available for the Reading Club. A number of the Civic Clubs of the community contributed \$177.58 which was used for prizes and special activities. All of the cost of instruction and the cost of management and administration was paid by the Board of Education.

Work on the playgrounds was varied and popular. Three public-school playgrounds were used so cold drinking water might be available and clean toilet facilities might be accessible. The children learned many new games and activities. Sand piles were provided on each playground for the smaller children. Bean bag, rope jumping, group

singing, impromptu programs, jacks, volley ball, softball, and many other activities were used on the playgrounds.

Many public affairs were held as shown in the schedule accompanying this article. The bicycle races were attended by two thousand or more people. The pet show was attended by fifteen hundred or more. Every public activity was so successful and popular that it is commonly predicted attendance for the same activities next year will be three or four times as great as this year.

One of the most popular and well received of the activities was that of the journalism class. A few years ago the *Winfield High School Oracle* was changed to the *Winfield Oracle* and it is now distributed free to every boy and girl enrolled in the Winfield Public Schools. It is a school organ and carries announcements of general interest as well as the usual school news. The Journalism division of the Summer Activity Program published the *Summer Oracle*.

This was a weekly newspaper published and printed by summer activity students. The sponsor of the paper, the regular instructor in journalism in the high school, enjoyed particularly the activities of the elementary-school youngsters who were on the staff. The theory back of the paper was that "names make news" and each issue was full of the names of the children who were participating with unusual success in the various activities in the program.

It would be impossible in this brief summary of the Winfield program to go into the varied interests the activities developed. In the Sewing classes some of the elementary-school girls made their own dresses. In Manual Training the pupils made bows and arrows, foot stools, cabinets, etc. The Foods classes worked out a program which included the preparation and serving of breakfasts and luncheons to the entire foods group. These groups were made up chiefly of fifth and sixth grade girls. The Art classes and Crafts classes did much sketching out doors.

Heath was at all times held up as an important factor in the program. In the early staff meetings playground instructors were urged to be pretty careful on the warm mornings that children did not become overheated or did not get too much sun at the start. More than 100 girls in the tennis classes were watched with particular care during the early days of the program to see that they did not get suntanned too quickly or that they did not get overheated. No attempt was made to supervise the costumes worn in the activities and in no single case was the management embarrassed by costumes or lack of costumes.

There were four staff members on duty at the swimming pool whenever any group was in the pool. In connection with the pool, it might again be mentioned that these groups were instruction groups, and the class period was divided about half and half between free swimming and class instruction.

No grades were given. The only recognition was achievement awards which were granted for almost every conceivable type of activity or success in an activity. Different colored slips were used by different instructors for the different activities. An award might be given for skipping the rope one hundred times or for drawing a nice picture or for being a good stage manager in creative dramatics.

The ingenuity of the staff member was here brought into play and on one playground a yellow slip was attached to the award for skipping the rope twenty-five times without a miss, a pink one for fifty times and a red one for one hundred times. This same playground instructor gave an award with a blue slip when a youngster had won ten awards. These awards were so granted and were so numerous that most any youngster who tried was able to win the blue award. During the summer more than 2,000 awards were made and approximately 200 special prizes were given.

These special prizes were given in the spe-

cial events. A boy or a girl might win one or twenty-five awards during the summer. Most of these were taken home and hung up in the winner's room and in that way the Winfield Summer Activity Program for 1938 will be remembered for years.

Several open houses were held. About mid-way through the program the parents of those taking art and crafts came up to view the work being done by their children. The Red Cross conducted a public examination of the children in the swimming program and as a result 100 boys and girls passed the Beginner's Test in Swimming and 48 passed the Swimmer's Test. When the City Band gave one of its weekly concerts during the summer, the Summer Activity Conducting Class conducted the band in various numbers of its concert.

All through the summer no word of criticism of the program was heard. There were some suggestions made proposing new activities to be offered and some recommendations made for changes in our assignments, but the program was unanimously approved by the business men, the parents and the patrons of the community. The attitude of the students participating in the activity program is well shown by the following editorial published in the first issue of *The Summer Oracle*:

Now for some fun!

We are a thousand young people of Winfield who are just starting our summer activities. We've learned from past experience that just loafing with nothing at all to do is no fun. So this summer we're doing a lot of things—swimming, playing baseball, tennis, games of all sorts. Some of us are building things in manual training and crafts, others of us are having fun in art, dramatics and journalism.

None of us has to worry about making grades, so we're burning no midnight oil. All of us are getting plenty of sunshine and fresh air, and keeping so busy having fun that we don't have much time for getting into mischief.

Thank you, Winfield, for giving us a break.

The program was all offered in the morning during the past summer, but the large basements of the high school have proved

to be so much cooler than the homes of many of the children that it is quite likely some of the more quiet activities, such as crafts and art, may be offered next year both morning and afternoon. It is also planned to include in next year's program an evening softball league which will be available for those youngsters who have other activities which take their mornings.

Two school buildings were under construction in the city this past summer and two-fifths of the children did not have easy access to neighborhood playgrounds. Next summer when all playgrounds will be available, it is expected the enrollment of the younger children in playground activities will show a considerable increase.

The program originally offered included activities for senior-high-school people, but their interest was so little as compared with the junior-high-school and elementary school groups that virtually no activities were held for them. There was some feeling on the part of some of the older students that the activity program was a continuation of school and some were a little afraid they might be unhappy in the activity. The children who did participate in the program were so enthusiastic about it and have made so many suggestions for new activities to be included in next summer's program that there is no question but that the interest will be almost as great in the senior high school as it was last summer in the junior high school.

The only requirement made in the Summer Activity Program was regular attendance. But the provision was made that the children in families which were taking their vacation during the activity session, would

be permitted to reënter the activity when the family returned from the vacation. In many instances the family readjusted their vacation schedule because the children preferred to have the vacation come after the completion of the activity program.

I have been told by various adults in the community that they may invite their grandchildren or nephews and nieces to spend some time with them next summer so they might have the opportunity of taking part in the Summer Activity Program. The free class music lessons alone drew a number of the rural people in the summer of 1938. There are no limits as to the children who may attend. All the children in the local parochial school were welcome and most of them participated actively in the program. Many of the smaller rural children were brought in every day to take part in the program. Of course, the need is not so great there, but the younger children take real advantage of the opportunities in the special activity fields.

No fees were charged the children for any activity, but they were required to furnish the materials which they used in art, crafts, sewing or other classes where they wanted to take home the work they did. Materials in Foods, dramatics, journalism, and all playground equipment, were furnished. No advertising was sold in the *Summer Oracle*. All the cost of the paper was paid out of the general fund supporting the program.

The program was so uniformly successful that long before the 1938 program had been closed, plans were being crystallized for an activity program in 1939, which would be of even greater service to still more children.



### *Workless They Return*

At the beginning of a school year, in these days when postgraduates are flocking back to the friendly shelter of their alma maters because of their failure to find work, a high-school counselor's conscience works overtime. . . . There was a time when a nor-

mal child showed pleased anticipation at the mention of being able to support himself. Today, an utter disinterest in future work is often confided to the counselor.—MIRA POLER, in *The Massachusetts Teacher*.

# *DeVilbiss High School Branches Out in* **VISUAL EDUCATION**

By GRACE KRATZ

**S**EE NO evil; hear no evil; speak no evil." This old philosophy of the three monkeys fits well into an era which disciplined with "Thou-shalt-nots", but in a twentieth-century high school which makes every effort to be sensibly progressive, the positive rather than the negative attitude has proved much more successful.

"See good; hear good", is the new version of the old platitude, and is based on the premise that from seeing and hearing good, young minds will be molded to think and do good.

Under the direction of a capable and efficient extracurricular activities director, the visual education program at Toledo's DeVilbiss High School is reaching out to interest, to instruct, and to guide each of its twenty-six hundred pupils. The program is divided into four general classes, depending on the purpose for which the films are used.

To the first of these classes belong the full-length pictures shown once a month during the school year, making a total of ten.

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EDITOR'S NOTE: *The possibilities of education through the best of the current movies—both feature lengths and shorts—are being exploited by the DeVilbiss High School, Toledo, Ohio, with the results that are reported here by Miss Kratz, who teaches in the school. The DeVilbiss High School is large, and most high schools are relatively small. But there are many ways of scaling down a plan. An idea for scaling down this plan was published in the September, 1938, CLEARING HOUSE, page 29—"Movie-School Coöp."*

This causes no strained relations with local theatres, for before the visual education program was inaugurated at DeVilbiss, the principal extended full coöperation to the neighborhood theatres by writing to their owners, explaining the program and its purposes, and assuring them the equipment would be used only during school hours.

The extracurricular activities director draws up a list of thirty or so feature talkies which automatically suggest themselves either as suitable for showing to pupils of the secondary-school age or as correlating closely with academic work.

In addition, these films which are submitted for vote have been examined by the extracurricular activities director as to their ratings by various critical services, such as *Parents' Magazine*.

This list is distributed to the faculty members just before school closes in the spring. Each one is asked to assist in the selection of the feature pictures for the following year by checking all the pictures he has seen, those which he thinks are suitable for school showing, and those which are not suitable.

There is also space for additional names of movies which ought to be considered and for comments regarding the month the pictures should be shown so that they harmonize best with courses of study.

Typical of those features presented are *Life of Emile Zola*, *Captains Courageous*, *Treasure Island*, *A Tale of Two Cities*, *Submarine D-1*, *David Copperfield*, *Disraeli*, *The Life of Louis Pasteur*, and *Mad About Music*.

Students purchase tickets for these at ten cents each and are excused from classes to



attend. The movie is shown twice during the school day, morning and afternoon, and the time when pupils are permitted to attend is so adjusted that the same child, even if he attends every movie, will miss the same class only once every two months. That is, if the picture is shown to the freshmen and sophomores the first and second periods of the school day in September, they will see the next picture the last two periods of the day in October. Not until November will freshmen and sophomores miss the classes not attended because of the monthly movie in September.

Preparation for the intelligent and critical viewing of the film is made by many teachers. Booklets published by Educational and Recreational Guides, Incorporated, of Newark, New Jersey, are distributed, when available, to those teachers whose classroom teaching fits in with the theme or background of the picture to be shown.

Thus before the presentation of *Romeo and Juliet*, such a booklet, giving the plot summary, information about the musical effects, and discussion questions to be used following the picture were distributed to the English teachers who could then use the film as a part of the study of Shakespearean plays.

The pupils are quite willing to pay the small admission fee of ten cents. This, in a high school of twenty-six hundred, accumulates to quite a sum, since there is an average monthly attendance of nearly two thousand. The fund is used in many ways.

First, there were the projector and screen to pay for. Of course, film rentals, repairs, operation costs, and new equipment are also covered by this money. Any residue is used to bring in films to which there is no admission charge as well as for justifiable expenditures for the general school welfare.

There are many pictures shown to which there is no admission fee. These belong to the second general class of movies which form a part of the DeVilbiss visual-education program. These are usually "shorts" which

are brought in for assembly programs or for showing in classrooms, and are of various kinds. They may be borrowed from the library of the State of Ohio's visual education department.

Such films are of different lengths, of different sizes, silent or accompanied by sound, and on a great many subjects and fields. Science, travel, geography, music, and literature are some of the school subjects which can be supplemented in this way.

A second type of picture which has been used successfully for assembly programs and to which no admission was charged is the so-called "Secrets of Success" series. Condensed versions of full-length features, they were designed to raise certain thought-provoking problems of human conduct. These films were introduced as a part of an experiment conducted by a committee, under the chairmanship of Dr. Howard M. LeSourd, which was appointed to survey the use of motion pictures in religious and character education.

Following the showing of a "Secrets of Success" film, discussion groups were led in the various homerooms by especially prepared oral expression students who had made use of mimeographed materials sent out by the Committee on Social Values in Motion Pictures. Typical of teacher comments regarding these is the following:

"I have found the discussions in my home room worthwhile following the showing of the 'Secrets of Success' films. It really gives the students a rare opportunity for serious expression and serious thinking."

Of fifty-one teachers who reported on the value of these films in a questionnaire circulated to the faculty, forty-eight regarded them as worthwhile.

Teachers are constantly on the alert for "shorts" seen at local theatres which would be valuable in training character. The "Crime Doesn't Pay" and "March of Time" series have been considered of worth in this respect. Also, "shorts" which are suitable for special holidays and interpret the

true reason for the holiday are presented.

Another use of movies for which there is no charge is made by the classroom teachers who request pictures to be shown in their rooms by our sixteen millimeter projector. Our equipment for these classroom showings consists of portable projectors of the sixteen and thirty-five millimeter sizes. The sixteen millimeter shows silent films and sound films, but the thirty-five millimeter projector can be used for silent films only.

The films themselves come from the state library already mentioned, are ordered through the office of the extracurricular activities director, and shown by students, especially trained for this work.

Still another type of picture which we use is the "noon movie". During inclement weather, two reels of movies are presented at noon recess for two cents. These are miscellaneous in type—travelogs, serials, humorous "shorts", sports "shorts", etc.

Students eat their lunches before the movie or take their lunches into the auditorium and eat during the showing of the films. This part of the visual-education program provides needed relaxation, a way of keeping pupils still while eating instead of letting them roam around, and also solves the problem of overcrowded hallways.

Although we at DeVilbiss believe our visual-education program, consisting of the monthly features, the films shown during assemblies, those presented in classrooms at the request of teachers, and the "shorts" shown at noon, is well developed for such a new field, we are eager to carry it far beyond the present stage. Each year finds us making some progress, as an enterprising principal, an ingenious extracurricular activities director, and alert teachers find new uses for our equipment.

One of our innovations may be of general interest. As their part of the Community Chest campaign, the Toledo schools decided to work on an "educate to give" basis. Each school studied some particular agency benefited by the chest, and then presented

its study in as graphic a way as possible.

Our school, fortunate in that one of our faculty members owned a movie camera, hit upon the idea of filming an automobile "accident" before our school—an ambulance picked up the "injured" student, and then, by means of pictures, we traced his trip through the hospital and showed the care he received there.

The film, in colors, revealed hospital technique—X-Rays, blood transfusions, emergency treatment,—and equipment—diet kitchens and laboratories—to students.

It furthered the work of the Chest by driving home the value of one of the agencies supported in part by the Chest funds, and it taught a lesson in safety.

How far reaching the visual-education program at DeVilbiss has become is illustrated by the fact that this home-made movie was shown to at least a dozen school and parent-teacher groups.

A second home-made movie brought about the repaving of the street on which the school is located and ultimately, a general beautification of that section of the city. The street, a narrow strip of worn-out pavement, was flanked on either side by several feet of dirt which became, in bad weather, an elongated mud-hole. Persons waiting for busses were splashed with mud and water, and traffic was life-endangering.

Taking a movie of the street and its accompanying inconveniences and damage during a downpouring rain was the first step the students took in their campaign. Armed with the movie, several students met with the state highway engineers, who had been called together by the governor, presented their overwhelming evidence, and were directly responsible for the street's being repaved almost immediately. The whole affair is a good example of using a movie to educate public officials to a community need.

We feel, justly, we hope, that our program is practical, valuable, instructive, and entertaining. What more it can become, we are eager to learn.

## *Be Critical of the Printed Word:*

# TEACH SCEPTICISM

By FREDERICK M. RAUBINGER

THERE should be a time in the education of every boy and girl when the teacher puts the standardized reading tests in the closet, stores away the vocabulary tests, the true-false tests and the reading for meaning devices, and says in effect:

"Now you have spent a good many years in learning to get the meaning out of a paragraph and to understand word definitions. You have worked on following directions and on reproducing the thought of a book in your own words. Some of you, apparently, can read the editorials in a good newspaper. Others, sad to state, have not gone much beyond the comic supplements."

"Be that as it may, it is high time an important part of your education began. It is time that you learned to be sceptical and critical of the statements people make in books and magazines and newspapers. From this time on we are going to work on not believing everything we read."

Unfortunately, that time never comes in the formal education of many. At present one of the reasons for this is that we as teachers are so much concerned with the



EDITOR'S NOTE: *Many young people become voters a mere three years after they are graduated from high school. Many more become independent purchasers of goods in less than three years. The author, who is assistant principal of the Glenfield School, Montclair, New Jersey, believes that many high schools have spent too much time in conditioning pupils to a blind acceptance of the printed word, and have thrust them helpless into the world, an easy prey to false advertising and propaganda.*

mechanics of reading that we tend to lose sight of the ultimate goal. We have been forced into this over-concern by the increasing importance of reading in our lives. Of making many books, there is, literally, no end. Yet the very abundance and the intent of much printed matter in which we are immersed is such that no one can afford to take an uncritical attitude toward it.

Much of our professional literature in the field of reading, as well as much of our standardized testing, our supervision, our remedial work, and, consequently, our classroom teaching, is almost exclusively concerned with mechanics. At best the success of a pupil in reading is measured by the extent to which he understands what he has read, with acceptance, not questioning, the underlying principle.

If a child is successful in filling in words which have been omitted from a paragraph, thus demonstrating a kind of facility with meanings, a kind of associative learning ability, he is red-pencilled in someone's test chart and is known as a "good" reader. If he can consistently select the correct words from four possible definitions, his prestige is further enhanced.

A few years ago not much time was spent on reading as a separate subject of instruction in secondary schools. Then it was suddenly discovered that pupils had not mastered reading in the elementary school, and that teaching reading skills must be continued in the higher grades. We are in danger of having only more of the same over a longer period of time.

It goes without saying that there is an important place for this kind of teaching and learning. It is the necessary first step,

but there is the possibility that if we spend all our time on the first step, the baby will never be able to walk alone.

It is possible for a person to be able to recognize and pronounce words, have a concept of their meaning, have the ability to find the central idea of a paragraph, to outline, to skim, or to read closely for precise information; it is possible to have all these desirable skills and yet not be an intelligent reader.

In fact, it might be better if these tools of learning were never shaped if pupils are not warned of the dangers in their use.

Another reason that we as teachers do not go far enough in developing the sceptical, critical approach to reading is that traditionally public education in this country has attached unwarranted importance to the printed word *per se*. Perhaps this tradition stems from the time when people learned to read in order to get the Truth first hand from the Bible. However that may be, with us the Word has tended to become the Truth. It is so written; therefore, it is so. We have by practice lent credence to fallacious assumptions that we must "learn" what we read; that ability to comprehend printed statements and the accumulation of information derived therefrom constitute education.

Not long ago I saw an advertisement which reflected an attitude which many have toward education and which we have unconsciously helped to foster. The advertisement confidently claimed that by reading the contents of a book, retailing at slightly less than \$2, a person might thereby secure the equivalent of a high-school education. The advertisement, by no means an isolated example, appeals to a long-established belief that knowledge and wisdom are to be obtained by a speaking acquaintance with what men have put into books.

This idea—that the written word in and of itself is knowledge and constitutes truth—is dangerous to a democracy and to education in a democracy, in that it makes the

work of propagandists relatively simple, gives self-justification to those who would exercise censorship, and is antagonistic alike to the spirit of criticism and curiosity.

Beyond ability to comprehend the meaning of an author lies critical reason applied to ideas, and it is at this point that reading ceases to be mechanical in the broader sense of the word, and becomes a creative thought process.

To state how the critical attitude may be developed is not simple. For one thing, teachers should look upon tests and devices for what they are: aids to be used judiciously, and not authorities which dictate their teaching and their judgment of pupils. It should be recognized that the best type of teaching is that which comes from the contact of the teacher and the pupil, with each teacher a creative guide in her own right, and not a manipulator of mechanical, scientific instruments.

To the degree that a child's age and ability permit, the teacher should, with whatever material is at hand, find ways to point out that anything printed in the realm of opinion or ideas is open to question. Perhaps all we can hope to do is to get pupils to pause at such statements, to suspend belief for the while.

We ourselves should not be the type of person who parrots glibly the day after Mr. Ickes' speech that "sixty families control all the wealth of the United States", or who asserts that "the C.I.O. is dominated by Communists", because Mr. Benjamin Stolberg has so implied in his writings.

There should be a time to give praise to the discerning little reader who not only can tell what Donald Duck said to Mother Hen, but who also raises the polite question of whether ducks really do talk and hens reply in good primer English.

In the secondary schools the abundance of material in texts, magazines and in newspapers offers ample opportunity to encourage those pupils who show growth in critical evaluation, their reading rate and



level to the contrary notwithstanding.

There will be those who smile at the phrase "critical reason applied to ideas" when they think of their own "slow readers", yet slow readers become adults. They vote. They are subjected to various propagandas. They are a part of democracy. Maybe even they can be led to believe that not every scare head in the tabloids is to be swallowed whole.

Probably one reason for this article is disapproval of the tendency of teachers to abdicate in favor of the dicta of authorities in reading as well as in other fields; the tendency to become passive users of quick-scoring tests, and charts and graphs; to talk in terms of means and medians and norms, and rates of reading, and skills; the failure to grasp the broader significance of what we are supposed to do. We need all the help we can get, all the scientific research that is available, but we need to keep it in its place.

It is a part of the whole scheme of things and not the scheme itself.

The fundamental reason, though, is concern over the way in which people react to emotionalized appeals, slogans, advertising psychology, and pat statements concerning remedies for political and social ills. Presumably the schools have some influence over these reactions. If this is so then we should not knowingly play into the hands of those who would manipulate opinion, by developing good readers who are also good believers.

Somewhere between complete faith and complete doubt there is a happy state of mind characterized by a healthy scepticism. It is a state of mind not dominant in our country nor in our education, yet it is essential to the preservation and development of democracy. As reading holds such an important place in the schools, that might be a good place to begin.



## Humor Over the Attendance Desk

By JOSEPH BURTON VASCHÉ

The high-school attendance desk with its many trials and tribulations has at least one satisfaction—the occasional humor which filters over its glass top. Frequent literary gems appear in the form of written notes from parents:

"Please excuse Mary's absence yesterday as she had to go to a funeral. My sister died and it was her last wish that Mary should carry her coffin."

"Willie got hurt at school yesterday—and I don't like the idea of him getting hit by some other rough-neck."

"Sally wasn't feeling well, so we let her stay out to go with us to a funeral."

"Eloise has kidney affection, and if the clinic here doesn't help her soon, I'll take her back east to the doctor responsible for my husband's death."

"I kept Jane home because I was having a permanent myself. I felt I should be with her when she had hers, and it was the only day I could get it."

"Kindly forgive Pat's absence of yesterday as it was in a good cause. We needed her at home badly to help wave the red-white-and-blue in the face of the English contingent of the clan who visited us for the day. We had a bally, bloomin' good time—and tea."

"I regret very much David's unpardonable behavior of prancing on the school tables. I have punished him by denying him his Saturday matinees and Sunday picnics. If this punishment does not cure him of the habit he has, I feel it will be necessary to study monkey psychology as I am almost confident that in my children I have found Darwin's missing link."

"Please excuse John's absence because he had to go to a funeral. I hope he can attend yours soon."

"Milton will not respond to disciplinary measures. At home we have already tried capital punishment, without any success."

# Teachers Consider Themselves

## COUNSELORS

By  
MILDRED E. MILLER  
and D. WELTY LEFEVER

THE FORMER conception of education as a training of the intellect has given way to a new philosophy which recognizes that the individual has many other phases of existence and should be educated for them all. Furthermore, the new philosophy, which places emphasis on the child rather than on subject matter, would fit the school to the child instead of fitting the child to the school.

This shift in educational emphasis has occasioned many adjustments on the part of the schools—and the guidance program has emerged as one means of making these adjustments.

It is important to discover just what part, if any, the high school classroom teacher plays in this vast guidance movement which has swept the educational world by storm—what effect it has had upon classroom activities—how far the philosophy underlying guidance has penetrated the ranks of the teaching profession and to what extent it remains an ideal of forward-facing philosophers.

Such was the purpose of this investigation—to determine by means of a questionnaire:

- (1) What preparation classroom teachers

have for guidance; (2) what facilities for guidance there are and the methods of teacher coöperation; (3) the methods by which teachers gain the information about pupils necessary for guidance; (4) what contributions teachers make to all-round pupil development; and (5) the ways in which teachers promote pupil adjustment.

Four hundred questionnaires or check lists were sent to high school teachers throughout the country. Of these, 246 were returned, or 61.5 per cent. The check lists that were returned were divided into three groups, small, medium, and large, according to the size of the schools in which the respondents taught, the small schools including those with fewer than 500 pupils, the medium schools from 500 to 1500 pupils, and the large schools over 1500 pupils.

*The preparation of teachers for guidance.* It was found that forty-three per cent of the respondents have had one or more courses in guidance, that five-sixths of the teachers have attended teachers' meetings devoted to a discussion of guidance, and that two-thirds have attended meetings on mental hygiene.

The response shows that what teachers do not gain from courses or teachers' meetings they are attempting to learn from reading books and magazine articles on guidance and mental hygiene. Practically all the respondents are doing independent reading along these lines, and more than a third do such reading often.

*The guidance program and the classroom teacher.* In response to the question, "Do you think all guidance is separate from teaching and should be handled by guidance departments?" nine-tenths of the teachers said "No". This response indicates a will-

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EDITOR'S NOTE: *The authors offer information, based upon what 246 classroom teachers in different high schools have told them, concerning the part that such teachers can play in the guidance program of the school. Doctor Lefever is professor of education at the University of Southern California, where Miss Miller recently did graduate work.*

ingness on the part of teachers to accept guidance as a function of classroom work and not merely of the guidance department.

It is rather surprising to find that there is a counselor in only forty-eight per cent of all the schools. Only fourteen per cent of the small schools have counselors as compared with sixty-eight per cent of the large schools.

About half the schools have a dean of boys and nearly two-thirds have a dean of girls. Here again the percentages for the large schools are in striking contrast to the small schools. Deans for both boys and girls are found in approximately fifty per cent more of the large schools than of the small ones.

That vocational education and guidance are coming into their own is shown by the fact that in sixty per cent of the schools there are occupations classes or vocational interest groups. This fact, together with the trend away from homeroom guidance (only a third of all the schools have homeroom guidance), may mean that guidance is making its way into regular classroom work.

Not many teachers refer pupils to guidance clinics or other social agencies. This may be due to the absence of such agencies except in the larger cities, or it may be due to the teachers' lack of information about them. However, about three-fourths of the teachers do send difficult problem cases to the counselor or principal of the school.

It was interesting to note teacher reaction to counselors. Two-thirds of the teachers consider that counselors are essential to guidance and relieve teachers of certain responsibilities. A negligible number said that counselors are an unnecessary luxury or do more harm than good. However, the comments made in the space provided for further opinion show that the value the teachers assign to counselors is a debatable question.

In defense of counselors several said that because of teachers' heavy duties counselors have more time for guidance than teach-

ers; that counselors have training for counseling, which teachers lack; and that counselors are more apt to be impartial than teachers.

Those critical of counselors said that instead of relieving teachers of responsibilities they add more, planning ways to burden them; that teachers can be more successful in guidance because they know pupils better and because pupils gain confidence in them through daily contacts; that counselors do nothing more than routine work; and that counselors are too restricted in general knowledge and need to be more accurate in the information and advice they give to pupils.

*Gaining information about pupils.* The teachers responding to the check list recognize the importance of knowing their pupils. Practically all of them consult the records in the office for information about pupils.

Very few teachers have time for frequent visits to the homes of pupils, but it is significant that half of them make occasional visits. As might be expected, the teachers in the small schools do much better in this respect. Nearly all the teachers discuss pupils' problems with their parents, but most of them have such discussions only occasionally.

Almost half of the teachers administer intelligence tests; a third help in the scoring; and three-fourths have access to intelligence test results, but have to go to the office for them. Teachers seldom tell pupils their I.Q.'s.

More than half the teachers are attempting to differentiate subject matter on the basis of mental ability, and about three-fourths consider a pupil's mental ability in giving him advice about future studies, college, or vocation.

Three-fourths of the teachers give achievement tests and tests that are for diagnostic purposes only. Other measures, including personality tests, interest questionnaires, and aptitude tests, are not frequently ad-

ministered by teachers, even in the large schools. However, results from them are used by two-thirds of the teachers. Rating scales and graphic records of progress are not in common use.

*Contributing to all-round pupil development.* About half the teachers contribute to the vocational needs of pupils in various ways, such as supplying information about vocations and teaching pupils how to apply for a job. While it might be hoped that more teachers were engaging in vocational guidance, the response to the check list does indicate that teachers are awaking to its importance.

An interesting contrast is shown by the comments of two mathematics teachers, one with the guidance viewpoint and one without it. The first said, "I suggest vocations constantly in connection with my teaching of mathematics; that is, I try to show the necessity of mathematics in many vocations." The second said, "No chance to give vocational guidance in algebra class!"

The most promising response of all is in connection with the relating of one's subject field to other fields and to life activities. About two-thirds of the teachers build class activities around pupils' interests, show how subject matter is related to activities in the home, and show how the present subject is connected with past work and future courses, while almost all the teachers show how the present subject may help prepare for life work.

Teachers are also making progress in the individualization of instruction. Eighty-five per cent give remedial instruction. Also a significant number recommend that pupils drop their course because they lack ability or interest. And nearly two-thirds occasionally suggest changes in grouping.

It seems that teachers find it easier to help slow pupils or to get them out of their classes than to enrich the course for bright pupils. To be sure, eighty-eight per cent allow gifted pupils to do extra reading, but other methods of enrichment are not widely

used. The slow pupils must still absorb the time and energy of teachers to the detriment of gifted pupils.

The number of teachers who use socialized recitation and other methods of socialization in their classes is rather disappointing, in view of the recent emphasis on this phase of education. Only about half the teachers have group projects and group discussion with a student leader, and the other methods are used less often.

*Promoting pupil adjustment.* The method most commonly used in dealing with failing pupils is to give extra help. This is true of ninety-five per cent of the teachers. Not quite as many teachers in large schools are helpful in this way, no doubt owing to heavier duties. It is rather amazing to find that even as many as eight per cent still fail a certain per cent of pupils according to the normal curve. Eighty-two per cent of all respondents study pupils' records to locate the cause of failure. The number who refer failing pupils to the counselor corresponds roughly to the number of schools having counselors. Only two per cent of all the teachers said they have no failures.

Teachers are being consulted by pupils on a wide variety of problems. The problems which come up most frequently are educational in nature. Listed in the order of frequency they are: choice of courses, learning difficulties, choice of occupation, choice of college, failure, study habits, and graduation requirements. Teachers are also consulted on the following personal problems, although somewhat less frequently: health, home relationships, character problems, personality difficulties, social problems, financial problems, boy-girl relationships, and religious problems.

*Conclusions:* 1. Teachers are willing to assume their share of guidance responsibility and are trying to prepare themselves for it, but are hampered by lack of time and heavy teaching loads.

2. One of the most significant facts of this



study is that there are counselors in only forty-eight per cent of the schools responding. This means that teachers in fifty-two per cent of the schools must carry on the bulk of the guidance.

3. Teachers are recognizing the importance of gaining all available information about their pupils and also the importance of home influences.

4. The tendency is for guidance departments to administer intelligence tests in the larger schools, but for teachers to give them in smaller schools.

5. The fact that other measurements such as personality tests and aptitude tests are not commonly used indicates that administrators and teachers place less confidence in them, no doubt because they are less objective and are still in the experimental stage.

6. The ideal of progressive educators to make school work functional is rapidly penetrating the ranks of the teaching profession, for a large per cent of teachers are trying to relate their subject field to life activities.

7. Teachers are realizing the need of individualized instruction. Also, instead of carrying failing pupils in their classes, at least half are trying to fit the school to the child to bring about his maximum develop-

ment by suggesting that those who lack ability or interest change their program or change to another group.

8. Since only about half the respondents use socialized recitation and group projects, the implication is that many are still using formal classroom methods.

9. Teachers, although attempting to prevent failure in various ways, have not yet put into effect a "no failure" program, perhaps because there are nearly always a few pupils who *can* but *won't* do the work and for whom there seems to be no alternative but failure.

10. Pupils consider their teachers as guides and counselors and value their opinions as such, for they are consulting them on a wide variety of problems, chiefly educational in nature, but including intimate personal problems. This situation argues the need of an ever-increasing understanding of young people and their problems on the part of teachers.

11. The majority of teachers are getting the guidance viewpoint and have made remarkable advance from the traditional type of education. However, they seem to have advanced farther in theory than in practice. Progress comes slowly, and there is much yet to be accomplished before ideals are realized.



### *The Ideal High School for American Youth*

If I could turn magician and wave a wand over the United States, this is the way I would reform our educational system:

I would eliminate from elementary- and secondary-school curriculums the subject matter which is not adjusted to children's interests and needs. This would be done in anticipation of a definite organization for lifelong learning among adults.

I would so modify and improve the secondary schools that practically all adolescents of secondary-school age would find interest and educational profit

in remaining in high school until they were 18 or 19 years old. The proposed modification of the school program would include a certain amount of practical occupational activity but only to the extent that it could contribute to the student's education.

Result—high schools would hold in their wholesome environment the 3,500,000 youth of high-school age who now are not in school and are competing with adults on the labor market. Total high-school enrollment would then be 10,000,000.—J. W. STUDEBAKER, U. S. Commissioner of Education.

# IDEAS IN BRIEF

Edited by THE STAFF

## Teachers' Minimum Breakfast

A cup of coffee and a bite of toast are simply not enough fuel to carry a classroom teacher through the morning bouts with his pupils until lunchtime, reports Harriet Stone, director of nutrition, Newark, N.J. Lack of energy is often the result—not only during the morning but all of the time, as teachers who skip breakfast sometimes do not make up the deficit at the other two meals. Miss Stone firmly suggests 500 breakfast calories for those who do not eat five meals a day. And that means the equivalent of half a grapefruit, two slices of buttered toast, an egg, and coffee with cream and sugar. Perhaps instead of firing teachers who seem to be slipping, principals might first inquire into their breakfast menus.

## Education for Marriage

A high-school course on Education for Marriage is highly favored by most principals—but is not offered in the majority of high schools. This conclusion is reported by C. W. Jobe, vice-principal of the union high school, Encinitas, Calif., in *Sierra Educational News*, as a result of an investigation of 74 California high-school principals' opinions and practices. The reasons why only 21 of the schools offered such a course, and 53 did not, although the majority of the principals endorsed the idea, are given as follows: Lack of teachers sufficiently versed on the subject; lack of teachers with the proper personality and background; subject too personal and delicate for high schools; and fear of community opposition. (Ed. note: Readers may refer to "Sex Education: A Success in Our Social Studies Classes", by James A. Michener, in the April, 1938 *CLEARING HOUSE*, for the experience of a Boulder, Colo., high school, which found the latter two fears groundless.)

## Laboratory: A House

A house and lot near the Fairfield, Ohio, high school were recently bought by the school. The house was turned into a laboratory and classroom for vocational home economics classes. The girls keep house and engage in class activities in a realistic atmosphere that gives point and purpose to their courses. Living room, dining room, and two kitchens are downstairs. Part of the upstairs space provides a full-size classroom.

## Movies in Curriculum

A curriculum course on moving pictures, offering full credit, is reported by the Greenwich High School, Greenwich, Conn. Study of scenarios, the use of cameras and projectors, and the appreciation of moving pictures, are included in the course. An adult course, given at the school in the evening, and using educational films for instruction, is entitled "Know your World Better by Means of Motion Pictures".

## Literature as Adventure

Literature I (at the Lincoln High School, Seattle, Wash.) is divided into four "Adventure" units. The very word "adventure" is a sort of magic talisman, an invariable bait for incoming freshmen. We find that no matter how stern or cruel life may be at that age, going to high school is a glorious adventure. The idea is to make the literature classroom a part of that adventure, to flaunt its appeal at once, before the many traps which wait for the leisure time of the new pupils begin to work.—Blanche L. Wenner in *Washington Education Journal*.

## "Good Morning, Judge"

"The Trial of Modern Education" was the feature of the commencement program of the Wabasso High School, Wabasso, Minn. The auditorium stage was turned into a very realistic courtroom. Graduating pupils attended a session of the county court for ideas and a study of courtroom procedure. Foreman of the jury was the chairman of the school board, who after the trial announced the verdict in favor of modern education, and passed out the diplomas.

## Social Dancing Classes

A class in social dancing for beginners is part of the physical-education program of the Oread High School, Lawrence, Kan. The addition of an advanced class, following the success of the first one, allows each pupil to have a full year of dance instruction. In addition to improvement in dancing, important objectives of the classes are development of better posture and carriage, and social ease.

## Homeroom Spirit

Each homeroom of the junior high school of Poplar Bluff, Mo., has an emblem and a letterhead

of its own, originated by the pupils of that homeroom and expressing something of the character of that group. The emblems are painted on cut-out plywood, and are placed on the walls of the homerooms. They range from the winged foot emblem of "The Pacemakers" and the skyscraper of "Burns' Builders" (Miss Burns is the sponsor) to the pennant of the "Wild Cats" and the triangle of "The Pine Street Gang". Buel T. Johnson, principal of the school, reports in *School Activities* that two of the greatest factors in the promotion of better homerooms are the originating and using of homeroom emblems and letterheads.

### *Equipped with Newspapers*

Six daily newspapers are part of the working equipment of social-studies classes in the Abington, Pa., High School. The newspapers were selected to give cross-sections of liberal and conservative thought, and to represent various regions. They are: *Philadelphia Record*, *Philadelphia Inquirer*, *Los Angeles Times*, *St. Louis Post-Dispatch*, *Boston Herald*, and *New York Times*.

### *School Is Art Class Gallery*

The McKinley Junior High School, Columbus, Ohio, stimulates and motivates the work of art pupils by giving their work recognition throughout the school. The best pictures of the various pupils are framed and hung in frequented places in the building. A rotation plan allows each pupil to have his work on display at some time. The young artist may later take his display pictures home, or allow them to become a permanent part of the school's collection.

### *Cutting Yearbook Costs*

Because of the excessively high cost of yearbooks, many high schools are eliminating them in favor of an enlarged and more elaborate final issue of the school newspaper or magazine, reports Edwin Van Keuren, supervising principal, of Flemington, N.J., who recently surveyed this problem in the state. For high schools of fewer than 500 enrollment, the average cost of yearbooks was \$3.20, and the average price charged the seniors was \$1.14. Schools with 500 to 1,000 pupils paid an average of \$2.14 for yearbooks that were sold at an average price of \$1.23. Lithography was reported to be one of the newer methods that cut costs.

### *Letter Encourages Graduates*

From Mayo M. Magoon, Principal of the Framingham High School, Framingham, Mass.: "Enclosed is

a letter which we issue each fall to members of our graduating class of the previous June who have entered college. There is nothing unusual about the letter, although possibly the contact is something that is not established by many high schools. We have had some interesting reactions from some of the graduates who have received this letter. We trust that it has done some good in helping them to become adjusted to their new environment." The letter is mimeographed, and is about 1,200 words long. It expresses the faculty's confidence in the graduate, discusses his new environment and the experiences ahead of him, and without being "preachy", gives him encouragement and a great deal of sound advice.

### *Pupils Tour in School Busses*

The school busses of a number of high schools in the State of Washington are being used to give pupils educational tours to points of interest in the Pacific Northwest—the Grand Coulee Dam, fisheries, forests, paper mills, apple growing regions, etc. One of the longest school-bus jaunts was a four-day trip over the state made by boys and girls of the Orcas Island High School, sponsored by Supt. Nellie S. Milton.

### *Switchboard Training*

Dummy switchboards, made by the pupils, are used to give training in switchboard operation as a part of the Secretarial Practice course of the Wadleigh High School, of New York City. Instruction in telephoning, and in enunciation in telephoning, is also given. As this work is often part of a beginning stenographer's duties, graduates trained for it have a better chance of finding jobs.

### *For Boys Only*

Manson, Wash., high school offers a course for boys that includes cooking, selection and care of clothing, interior decoration, and budgeting of income.

### *Store-School Training*

Department stores and high schools of Pittsburgh, Pa., are coöperating in a training program designed to prepare selected pupils for specific types of work in the stores. Seniors selected by the school counselors work part time in the stores, afternoons and Saturdays, averaging 20 hours a week. High-school graduates are given further training through part-time work in the stores during the busiest hours, 11 to 2 o'clock. The stores expect these methods to bring to them a supply of superior employees who have decided to make a career of department store work.

# Let them choose the WORLD'S HEROES

By

LEONARD S. KENWORTHY

**W**ILLIAM PENN, political idealist; Simon Newcomb, mathematician and astronomer; and Grover Cleveland, twice President of the United States, were those last elected to New York University's Hall of Fame. That item in itself was not front-page news, but it contains a unique suggestion for high-school history clubs and classes.

Why not capture and stimulate the intense interest of high-school students in biography by establishing your own Hall of Fame elected by popular vote of the history club or classes? This could be done at the close of a year's or a term's work as a means of review; it could be done as a part of a special unit on historical biography; or it could be carried out as a special club program.

The Hall of Fame idea is flexible enough to suggest many possibilities. It might be restricted to one particular field of history, such as Ancient or Modern History. It might be confined to one period, such as the Middle Ages, or the Colonial period in American History. It could even be limited



*EDITOR'S NOTE: Readers will remember Mr. Kenworthy's article, "American History in Verse", in the November, 1937, issue, and "I Hear America Singing", on the use of period-songs in history work, in the December issue. In this article he discusses an interesting project for history classes or clubs. The author is now head of the history department of the Friends' Central School, Overbrook (Philadelphia), Pennsylvania.*

to a state or a smaller locality, if desirable.

The students should be given the opportunity to draw up their own rules, or urged to pattern them after the rules for election to some more famous Hall of Fame, such as Statuary Hall in the United States Capitol or the Hall of Fame at New York University. Nominating speeches would be quite appropriate, and if the coöperation of the English department could be obtained, an essay contest on the lives of those nominated or elected could be promoted.

The coöperation of other departments need not be limited to a minor role, however. The project could be made more valuable by soliciting the interest of the entire school, with each department presenting the outstanding contributors to civilization in its field. Greater breadth and greater interest would result thereby.

One can conceive of such a scheme carrying on from year to year, with one or two candidates added annually—by popular vote of the entire student body, by popular vote of the history department, or by a particular class.

In many schools it is a custom for groups of students to buy one picture annually for the school or for their classrooms. That might well be the picture of the World Hero chosen for the current year. In that way a real Hall of Fame or Collection of World Heroes would be begun.

Such inclusive schemes are not fantastic when one recalls the popularity of the World Hero contest conducted a few years ago by the National Council for the Prevention of War, assisted by a distinguished Com-



mittee of Award, including David Starr Jordan, Glenn Frank, Parker Moon, John Ryan and Stephen Wise.

Six thousand eight hundred schools in thirty countries elected as their World Heroes Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Johann Gutenberg, David Livingston, and George Stephenson. These selections excluded founders of religions and persons then living, and were based on nobility of character, fearless and self-sacrificing devotion to a great cause, and constructive work of a permanent character for humanity.

Plans for such a Hall of Fame would necessarily be based upon the desires of those participating, but the sponsor of such a plan could obtain valuable background materials from various places.

For instance, he could communicate with the Director of the Hall of Fame, 745 5th Avenue, New York City. A more conveniently available reference, for details on the Hall of Fame of New York University, is the World Almanac. A second valuable source of suggestions is the portfolio of pictures and essays from the World Hero Contest conducted by the National Council for the Prevention of War, Washington, D.C.

Textbooks will be the main source of information for the groundwork of such a contest, but they will need to be supple-

mented by information from such reference books as the Encyclopedia Britannica and the Dictionary of American Biography.

More fascinating material can be found in collections of biography, such as Mary Hazelton Wade's *Master Builders*, Edwin Wildman's *Famous Leaders of Industry*, and Sarah Knowles Bolton's *Lives of Girls Who Became Famous*. All of these are particularly good for seventh- and eighth-grade groups. Joseph Cottler and Haym Jaffe's *Heroes of Civilization*, Floyd L. Darrow's *Masters of Science and Invention*, and Ariadne Gilbert's *More Than Conquerors* are especially recommended for the ninth grade. Gamaliel Bradford's many excellent volumes of collective biography are quite suitable for use by older students.

Two pamphlets of value to the teacher assembling books for such a contest are *Leisure Reading* and *Home Reading*, published by the National Council of Teachers of English. Both are exhaustive lists of books for high-school students, briefly but succinctly annotated.

Two similar pamphlets of value to the history teacher are Norma Olin Ireland's *Historical Biographies* (for junior and senior high schools, universities, and colleges), and Florence H. and Howard Eugene Wilson's *Bibliography of American Biography*, (selected and annotated for high schools) both obtainable from the McKinley Publishing Company.



### Classroom "Broadcasts"

Fifteen-minute "radio broadcasts" which do not go on the air are part of the activities of social-studies classes of the Sequoia Union High School, Redwood City, Calif. They are simpler to produce than playlets, and because they are presented in radio program form, prove more interesting to pupils. In addition to original scripts prepared by pupils, the school uses the scripts of actual radio programs that deal with subjects being studied by the class. One source of free ready-made scripts is the Radio Script Exchange, U. S. Office of Education.

### England's Union of Teachers

The National Union of Teachers of England is 68 years old and represents over 80 per cent of all the teachers in England. . . . As a result of the Union's work, in the past 10 years only two teachers in our opinion have been wrongfully dismissed. The Union pays such teachers their full salary from the date of dismissal, and continues to pay it, if they are unable to get work again, as long as they live.—ELSIE V. PARKER, President, National Union of Teachers of England, in an address at the American Federation of Teachers convention.

# *Is Universal Success Achievable in Modern* **FOREIGN LANGUAGES?**

By PHILIP W. L. COX

THE POINT of reference which is taken by all educators (as differentiated from mere scholastic employees) is the educand, the pupil whose traits are to be beneficently affected by means of the studies or the other school activities which he is encouraged or permitted to pursue. All who accept this point of reference must inevitably define the acceptable standards of achievement so that universal success is not only achievable, but even probable.

Such standards may be flexible both in quality and in quantity; neither in kind nor in degree need they apply uniformly to all youths who may be stimulated to learn and to use desirable knowledges and competencies in a given area of educational activities.

As applied specifically to modern foreign languages, such standards may vary in kind: some pupils may speak and understand the spoken language; some may read for assimilation, others for exact translation or interpretation; some may compose by imitation, others may master the subtleties of expression through the study and use of grammar and rhetoric. So also standards may vary quantitatively: some pupils may be led to perform some or all of these qualitative activities at relatively complex levels of competence; others may develop considerable facility at relatively simple and uninvolved levels of achievement.

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EDITOR'S NOTE: *This article is based upon an address given at the Conference of Teachers of Modern Languages in New York City during the past summer by Professor Cox, who is one of the editors of THE CLEARING HOUSE.*

To be even more concrete and specific, let us take some examples. Eighth-grade Mary Jones is thrilled to be able to use a foreign tongue to ask for the bread at lunch, to request that the door be closed, to apologize for an interruption, and to respond to similar phrases addressed to her by others. But it does not follow that a year or two years later she will be an enthusiastic commentator on literary values, social and economic problems, or historical, cultural backgrounds in either foreign or native tongue. Unfortunate such lack of interest may be, but realism demands that the fact be faced. Most German, French, Spanish, and American youths and adults are like Mary; but they do achieve reasonable adequacy in linguistics to serve their relatively shallow interests.

Or to take another case—John Jones, high-school sophomore or college freshman, feels a real achievement when he can read for himself Daudet, Maupassant, Hugo, Dumas, or their German, Spanish, or Italian equivalents. But literary criticisms, abstruse philosophy, dramatic dialogues, and long poetic works he seldom reads with pleasure in English; to attempt them in a foreign language is futile.

There must be great quantities of fiction that involve travel, customs, historical settings, that John might read during several years of the pursuit of a subject. We might edit some stories, simplifying idioms or supplying explanatory footnotes, or giving equivalents for slang and colloquialisms, to permit John to find pleasure and success in reading, and sympathy and familiarity with the spirit and customs of the peoples of other origins abroad and in America.

For the socially and culturally elite—those youths who, because of native curiosity and energy and family backgrounds, have vigorous interests in literature, art, drama, history, sociology, and economics—we can offer elective courses in larger high schools, or variable individual opportunities in smaller schools. In these special classes, clubs, or groups, pupils may be encouraged to read and discuss the more erudite and artistic writings of authorities and litterateurs.

If we should accept the traits of pupils to be beneficently affected as our point of reference, we would resolutely divorce our courses and standards from the merely traditionally accepted definitions and stereotypes. We would teach to all pupils only such grammar and idioms and other refinements as are of fundamental importance for conventional conversation and for extensive simple reading.

In French, for example, we would teach for recognition purposes only, not for use, such grammatical and rhetorical distinctions as those involved in conditional sentences, in most of the different uses of the subjunctives, in the more subtle uses of pronouns, in distinctions between the *passé simple* and the *passé composé*, between the pronoun *en* and the preposition *en*, between *y* and *en*, between *il est* and *c'est*, and the principal parts of all but the very commonest of irregular verbs. So far as such refinements are important for conversation and reading they are learned functionally, in time, much as their counterparts in English come to be controlled by American youths.

If we could bring ourselves to dismiss our artificial and relatively unjustified standards—as we will if we can fix our attentions upon the uses actually made of foreign languages by non-specialists—we would put an end to the ghastly waste of time and hope and confidence and enthusiasm that now characterizes the second and third years of modern language courses. As rapidly as we

appreciate the values of child life, we must be struck by the contrast between the eagerness of beginners in foreign language study and the aversions and avoidances that too generally typify second-year pupils.

Our rationalizations and excuses for our devastating rigidities are all of them increasingly unconvincing. Formal discipline through dislike and ennui no longer is defended. College-entrance requirements and Regents' examinations need no longer apply to all pupils who study foreign languages. And even for those who are preparing to take them, the experience of the Bronxville, Lincoln, Great Neck, and other progressive schools indicates that deadliness and grammar-grinding are not necessary or even desirable concomitants of college preparation in foreign languages.

Only as we free our *selves* of our vested interests in graduate requirements, regents' examinations, and college-entrance standards are we likely to free our minds. Only as we resolutely disavow the snobbish hold on parental and professional prejudices that foreign languages have as adornments, equipment of the elite, and conspicuous waste, are we likely to think freely and to plan constructively to meet the more substantial needs of youth for international and cosmopolitan understanding and orientation.

Let us face frankly the results of the Berlitz schools as compared with our own. Let us study the success of the best teachers of English for foreigners. And then let us analyze our tasks in terms of the desirable, achievable goals of universal secondary education.

Do I seem to demand a more sweeping change in objectives, content, and method than is either justifiable or necessary? If any one believes so, let him read the results of "A Survey of Causes of Student Failure in Language Study", reported by Ray Yaller of Abraham Lincoln High School in *High Points in the Work of the High Schools of New York City* for June, 1938.

Large classes and too much unimaginative drill on grammar and memory work combine to cause failure and distaste. Pupils quite justifiably want to know about the people and culture associated with the modern language studied (31%), to learn to speak the tongue (24%), to be able to read the printed page (12%). Other first choices supported these three: dramatization (7%), English books on foreign cultures (7%), and English translations (7%), a total of 96% for all first choices. Dictation, intensive reading, translation into the foreign language, and composition were desired by very few.

Such first choices are in fact already being recognized as legitimate preferences by alert teachers. What is needed, first of all, is to free them from the incubus of official requirements. The second step involves the education in service and supervision of the unimaginative and inert teacher to the end that he will subordinate technicalities of grammar and piecemeal reading to culture, conversation, and extensive reading. Third, we should advocate for our teacher-preparatory institutions a much more vigorous policy of cultural, civic, and urbane education of students and teachers-in-training.

Students who have merely academic competence should be discouraged from teaching. *Their empty souls have nothing to share that is worth sharing.*

Practically all pupils, whatever their abstract verbal intelligences, can profit by contact with modern foreign languages and the cultures that they represent. If they could not, it would be very difficult to justify the inclusion in a public high school of subjects that have no value for the average man and his children!

If we will "keep our eyes on the ball"—the personal desires and needs and capacities of the average and less than average pupil—we can with little difficulty assure him and ourselves universal victory.

It is probably not at all to be desired that *all* pupils should elect foreign languages or any other subject except perhaps speech, health, and civic activities. But if any one of them does wish to speak, to read, and inform himself about foreign languages and their associated cultures, it is the opportunity for foreign language teachers to behave as educators in the service and employ of the public to which these children belong—not as Cerberuses guarding the gates of Hell!



### *Is This Course Too Limited?*

Economic geography is taught to the student in the commercial curriculum, but is seldom taught to the academic student. Yet it is a subject that is of great general interest, extremely important, vital, current! It covers briefly the food we eat, the clothes we wear, where the products come from, what problems arise in their growth and manufacture and sale. It includes study of the leading countries, their imports and exports, why they grow certain products and not others, why one country is advanced in manufacturing and another is backward. Such information is of extreme importance and interest to our future citizens. Economic geography offers splendid opportunities for correlation with other subjects.—LILLIAN DREILING, Girls Commercial High School, New York City.

### *Folk High Schools?*

For nearly a decade it has been increasingly apparent that nationally we are in a mess. . . . What then is to be done (by the schools)? The writer would propose and promote a nationwide system of folk high schools, namely, an adult education center in every community, several in larger cities. This organization would provide a series of informal classes from which the individual might choose; a forum period of at least one hour, preferably an hour and a half; and certainly a play period giving everyone an opportunity to indulge in some form of recreation. Does it seem possible that any society could remain static or lethargic with such a movement as this functioning under an army of public school people imbued with the desire really to help mankind?—J. G. CROWE, in *Ohio Schools*.



# STUDENTS TAKE PART IN POLICY MAKING

By L. L. JARVIE

**B**EFORE me as I write is a document, recently submitted by representatives of our student body, entitled "Assemblies". As one reads it there develops a consciousness that here is evidence of careful thought and planning. Consideration is given to what should constitute the purposes of assemblies, to types of programs which might be expected to achieve the stated goals, to the responsibilities of students and faculty for supervision, and finally, there is a section proposing that student assemblies be held at regular intervals.

As I have outlined it, the statement is not unusual or outstanding. Viewed in historical perspective, it is worthy of such appellations.

To begin with, the ideas incorporated did not emerge from faculty discussion. Nor was the basic idea foisted on students by an administration concerned with integrating student life by the wishful method, which believes that physical proximity results in a cohesive, community spirit within the school. Rather, the document wins its uniqueness because faculty and administration had no part in it other than that of creating an environment which permits stu-

dents to function dynamically with respect to problems confronting them. Perhaps it would be well to examine this environment more fully.

For a number of years the Rochester Athenaeum and Mechanics Institute has held relatively few assemblies because of lack of space. The administration, instead of encouraging assemblies, has as far as possible minimized them as an aspect of the total educational program. Recently students raised the question as to whether such an attitude was justifiable. They felt that they were not enjoying all the educational potentials possible in their school environment. As this belief crystallized, questions were raised, not with the administration or faculty, but with the Student Council on the advisability of organizing well-planned assemblies. From the discussion emerged the document described. Results?

Assemblies are being initiated and completely directed by students. Students are having a real educational experience which perhaps is contributing more directly to personal than to school integration. A student body has dynamically and forcefully participated in formulating administrative policy and has assumed the responsibility of translating policy into practice. They have lived in a democracy, in contrast to so many situations in which democracy is verbal rather than functional in student life.

How easy it would have been to sidetrack the problem because of lack of a satisfactory meeting place. Administrative policy had said "Go easy on Assemblies." The faculty had adhered to and supported such a policy.

**EDITOR'S NOTE:** *We publish this article to give readers a factual indication of how far and how successfully democracy can be applied in the organization and administration of a school. The Rochester Athenaeum and Mechanics Institute, of Rochester, New York, where the author is in charge of educational research, has evolved this democratic program over a period of years, and Mr. Jarvie points out that the good results are rather conclusive.*

We have suggested that this episode in the panorama of education is unusual. This is true only in comparison with those educational situations in which the democratic concept is verbalized rather than functionalized. It is actually common in schools which accept a concept of education that looks upon school experiences as common to both students and faculty, and for that reason students participate in policy initiation and formation.

Adherence to such a philosophy means that administrators and teachers must be willing to go along on student-initiated policies as participating members of the school community. I grant that there are areas in which students may not actually formulate policies, but they should at least participate in the *discussion* of all policies. In addition, it is fundamental that students have a clear understanding of the areas in which they may not only initiate policy, but may also formulate policy.

The case of the assembly policy cited illustrates an area in which students may very well move from initiation to formulation. Illustrative of initiation without formulation is the following incident:

Recently the syphilis problem was widely discussed within the school, with considerable emphasis given to techniques for bringing the disease under control. Emerging from the discussion was a realization that no policy existed at the Institute with respect to the isolation and treatment of venereal diseases within the student body. Almost immediately student representatives approached the administration and suggested that a policy be formulated requiring compulsory Wassermann tests for all students at once, and that persons testing positive be excluded from school.

Perhaps this policy should have been accepted, but the administration in discussing the suggestion with students pointed out that there were many related problems and that it would perhaps be advisable for the faculty to take the student suggestions and

formulate a policy. From this procedure evolved a policy, discussed and accepted by students, providing for immediate voluntary tests for students now enrolled, and compulsory tests at entrance for new students, the question of admittance or exclusion of students showing a positive result to be decided by the physician in charge.

Worthy of note in the foregoing situation is the fact that students recognized the need for a policy and were not hesitant about initiating discussion regarding it. To us this is an indication of an exceedingly healthy educational situation, in which students are sensitive to personal and institutional problems. This sensitivity springs from the realization that students will be encouraged to seek solutions and that, whatever these solutions may be, they will be respected and permitted to function. Without such a feeling among students no program of student participation in school policy-making can hope to succeed.

Development of such a feeling is a slow process. It does not come to fruition overnight or in the period of a single year or two. Much planning, student counseling, and encouragement are required on the part of the faculty. The underbrush of tradition must be cleared away so that a new educational environment may evolve—an environment that permits students to develop a sense of belonging and a realization that school problems are problems common to every individual in the school society. For this reason it is imperative that areas be clearly defined in which student-formulated policies will be accepted and allowed to function.

Our experience in this respect strongly suggests that the best point of attack is the extra-curricular field. It is within this area that students, as a rule, face group problems and feel the need for policies self-formulated and self-executed.

There are the perennial problems of publications, dances, athletics, clubs, fraternities, sororities, and so on, which are basic-

ally student problems and recognized as such by students. Whenever such problems are solved by administrative decrees all chance of achieving dynamic student interest in the school society is destroyed.

However, if the faculty admits that such problems are student problems, and must be solved by students primarily, then the first step has been taken toward the time when all members of the school community will participate in policy formation.

Some years ago the extracurricular program at the Institute was conducted haphazardly with very little coordinated effort. Whenever an activity appeared it was faculty directed and dictated. No group was responsible for anything beyond its own activities, and the various student groups were responsible only to themselves.

Several dances were often scheduled on the same evening. Fraternity rushing was a racket. Expensive orchestras were in many instances contracted for. Debts were piled up for incoming participants in student affairs to worry about. Annually the administration was confronted with the responsibility of clearing up financial messes. The condition was a burden to all and finally students recognized that something must be done.

They approached the faculty with a request for faculty control and direction in solving the problem, and they wanted the faculty responsible for administering whatever controls were devised for future direction of student activities. Fortunately, the reply of the faculty was that they were willing to help, but that the problem was as much a student as a faculty problem, and the undertaking should be a joint effort.

As a result of this attitude, the student body took an extremely active part in formulating policies for coordinating all extracurricular activities and in providing the machinery for executing policies.

Since the motivating factor in bringing the condition to a head was financial, the first policies related to the financing of

various student activities.

An activity fee was created, to be assessed and administered by a Student Council comprised of fifteen students and a single faculty member. All major activities were chartered through the Council and required to submit annual budgets for approval.

Policies were defined for all minor activities including fraternities and sororities, and procedures were set up to enforce adherence to these policies. All funds were apportioned and controlled by the Council.

All of this required progressive formulation of new policies, so that today the student body, through its representatives, is responsible for the successful functioning of all extraclass activities.

An obvious corollary of the widening responsibilities in the extracurricular area is the introduction of student participation in every aspect of school life. Here a question arises as to whether there comes a point where student participation must be curtailed.

Establishment of such a point is difficult and arbitrary. It is our belief that the only criterion is whether students have a contribution to make in the discussion of larger institutional policies and problems. In our own case the transition of student thought and attention from minor policies to larger ones has been progressive and natural, so that we believe that no policy should be formulated without student participation.

We have reached the point where the faculty has gone on record to the effect that the membership of the Policy Committee of the Institute should be expanded in order to give direct representation to all members of the school community. Up to the present, the Policy Committee has been wholly a faculty group vested with the responsibility for formulating Institute policies and acting as an advisory group to the President. When this new provision goes into effect, it will mean that no policy will be discussed, or formulated, by the faculty alone.

# THE EDUCATIONAL WHIRL

*A department of satire and sharp comment*

*Contributors:* JOSEPH BURTON VASCHÉ, MARGARET T. CUSSLER, JAMES RINSETT, EFFA E. PRESTON, CECIL W. ROBERTS, GRACE LAWRENCE, and CAL M. WELLS.

A moron is no longer a moron. Better educational terminology in the West calls him a "late bloomer". When he blossoms, maybe he becomes a blooming idiot.

J. B. V.

Small Town; Bess J. because she refused flatly to take the Supt's wife's Sunday School class; and Kate D. because she did not room at a certain board-member's domicile.

C. W. R.

## *Moment of Maturity*

The homeroom teacher was busy insuring domestic tranquillity. Her gaze swept the room slowly from side to side like a searchlight at Alcatraz. One head not bowed, one pencil not moving caught her attention.

The student's eyes had widened and fixed upon a fault in the blackboard, but he didn't see it. In that swift moment he was growing up like one of those chemical snakes at Fourth of July that are born and mature in a moment of flame. At last he was realizing himself, what life meant, what last night had signified, what his future would probably be. It was a sharp, but not wholly unhappy moment. . . . When he noticed Old Lady Bulger's eyes upon him, now an adult he met her glance for an instant before he bothered to flip open his geometry book.

And Miss Bulger's myopic eyes resumed their lone patrol.

M. T. C.

## *Between the Lines*

*Supt's report*—"Four teachers were separated from our system this year due to resignation and consolidation."

*Low-Down*—Four teachers got fired this year. Mary S. because she got married; Jack W. on account of that article on Academic Freedom in the

## *Candid Glossary*

*The teachers' meeting*—a place where teachers plan that evening's menu.

*Coöperation*—offering to take a teacher's class when she must attend a meeting so she can't refuse the following week to discipline the children behind the wings at an operetta you are coaching.

*The study-hall*—a place where the teacher pretends she doesn't know that three-quarters of the books given attention are western thrillers.

*Creative learning*—an activity where the teacher makes duplicates of spectacular projects she has seen.

*Football*—the process of maiming the mentally stunted.

*Recess*—a period when pupils get a second wind to overcome attempts of the teacher at self-preservation.

*Opportunity classes*—an arrangement whereby jail material may reciprocally teach social devastation.

*Teachers' reports*—what you read while the rest of the crowd study their own.

*Pupil book report*—a nicely written summary by a child, who hasn't read the book, of another child's extracurricular oral summary.

*Poise*—an elusive something battered out of us by 9:30 in the morning.

G. L.

## *Guidance by Decree*

The rules of a large suburban high school regarding subject transfers by pupils after the beginning of the semester were recently made more stringent. The new procedure is difficult and puzzling for pupils.

The homeroom teacher is "put on the spot" by being told that "When a pupil comes to you desiring a change in his program, bear in mind that if you recommend the change, you must be willing

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.



and able to explain your recommendation" and that "It is the duty of each teacher to encourage the pupil to continue with the work already started. . ."

Everyone from Dopey the Dwarf on up must sign the complicated transfer slip and it must be passed on by the principal himself.

Is it any wonder that the homeroom teacher tries to side-step Johnny when he has the "I-want-to-change-my-subject" gleam in his eye? But, wonder of wonders, now comes forth an announcement pointing with pride to the new low in transfers—one and one-half per cent—which, we are told, "reveals a rather wholesome situation".

Now, roll me in the aisles, if this ain't credited to guidance. Why? Because of the "adequate study and information pertaining to subjects before pupils ever enroll. . . . The fruit of this effort is (sic) beginning to come to the surface. . ."

And, so what? "Our constant effort must be to reduce even more the numbers we have reported heretofore. In guidance is the only tool that I know of with which we can reduce this present distribution of change of subjects." Shade of Horace Mann!!!

J. R.

A western college youth recently returning to his mountain hometown to teach in the high school was given just two starting instructions by the principal: (1) don't let the boys call you in class by your old nickname; and (2) don't let them carve the desk tops with their knives.

J. B. V.

### Teacher Wanted

Must be friendly, dynamic, experienced. Capable of teaching attitudes, orientation, and making functional personality adjustments, especially emotional immaturity.

Must be familiar with modern testing and statistics and operation of the telebinocular and metronoscope.

Salary \$1200.

C. W. R.

### Let's Pretend We Didn't Hear

The following question was slated for discussion at an educators' convention recently: "Do we interpret facts in terms of theory in order to understand facts, or do we interpret theories in terms of facts in order to understand theories?"

Off-hand our answer was "Certainly," but after careful consideration we're inclined to say, "Yes—and no."

E. E. P.

### Round Robin

*The High School:* "We can't do anything with them; they didn't get the fundamentals in the Junior High."

*The Junior High:* "They don't know a noun from a verb and they can't do fractions. They didn't get the proper instruction in the upper grades."

*The Upper Grades:* "We spend half our time teaching them how to read; the elementary department isn't doing a good job."

*The Elementary Department:* "Some of them are here three months before they know their own names. It's a pity the home doesn't teach them something in five years."

*The Home:* "I wonder what there is to this environment theory. Billy insists his name isn't William—he's Captain Kidd, and steals all the neighbors' children's toys. I wish Grandpa hadn't been such a ruthless financier!"

Perhaps the buck goes back to Adam. G. L.

### A Mere 3 Years?

"This committee, appointed by the Association to study the problem, after three years of work has arrived at the conclusion that the Association ought to appoint a committee to study the problem."—*General summary of an educational association's committee report, published in the association's journal for October, 1938.*

Okay, Mr. Chairman, I move we seal the new committee in one of the World's Fair's time capsules to let the people of 5,000 A.D. know what our civilization was like.

C. M. W.

A reputable university history professor reported that in a summer school course examination one long-successful California teacher spelled "democracy" eleven different ways—all wrong.

J. B. V.

### Style

Prof. Block, head of dept. at Southnorthern, instructing his outgoing class of teachers, said, "When schools were for turning out ministers, the faculty dressed in the cloth. Later when students expected to be doctors, lawyers, and business people, teachers dressed as exemplars of this class."

"Now, times have changed. Everybody goes to school. Teachers must not cater to this white-collar fiction. I urge you to dress as mill-hands, policemen, nurses, line-men, maids, and mechanics. Remember, 'Fashion is Spinach!'"

C. W. R.

# 2,125 High School Graduates' Estimates of SUBJECT VALUES

By  
ARNOLD M. CHRISTENSEN

THIS ARTICLE presents estimates of the relative values of high-school subjects which have been made by high-school graduates themselves. Although one may question the worth of data of this kind, it seems incredible that the opinions of high-school graduates on the value of high-school subjects should be neglected by curriculum makers and by those who prepare the program of studies.

Perhaps high-school graduates do not always know what is best for them. Nevertheless, their opinions are well worth consideration by the thoughtful educator. It is easy to be complacent<sup>1</sup> about education, to take it for granted, and to maintain the status quo. It is difficult to make adjustments that meet the needs of the times.

The high-school curriculum is largely the result of tradition.<sup>2, 3</sup> But tradition is not

<sup>1</sup> Briggs, Thomas H., "Caviling at Complacency," *Junior-Senior High School Clearing House*, VI (October, 1931), pp. 70-83.

<sup>2</sup> Smith, Preston H., *Reorganization of the Secondary Program to Meet Modern Needs—An Abstract*. Official report, Department of Superintendence of the National Education Association, 1931, pp. 160-161.

<sup>3</sup> Brinson, F. S., "Limiting Influence on the High-

generally a reliable basis for including any subject in any curriculum. Had the Latin Grammar School, for example, been less bound by tradition, it might not have been so completely displaced by the academy and the high school.

If the high school of today does not wish to be displaced, it must function so that it adequately meets the needs of its students, who are obliged to live in a rapidly changing modern world. High-school students are consumers—consumers of educational offerings—and the judgment of consumers, as any business organization will usually agree, is rather vital. Let us see, therefore, what they have to say about subject values.

In the spring of 1934, questionnaires were sent to 4,222 individuals who graduated from thirty-three western Minnesota high schools during the years 1929 to 1933. This was done in order to secure a part of the information needed for a comprehensive investigation<sup>4</sup> of the high-school graduate problem in that part of the state. In order to check the attitude of the graduates toward the subjects which they had taken in high school, they were asked these three questions:

1. Of the subjects you took in high school, which ONE do you now consider of the greatest benefit to you? (Name only one subject)

*School Curriculum*", *Peabody Journal of Education*, XI (September, 1933), pp. 65-70.

<sup>4</sup> Christensen, Arnold M., *The Educational and Social Aspects of the High School Graduate* (August, 1934). Unpublished doctor's thesis on file in the Education Library of the State University of Iowa, Iowa City, Iowa. Abstracts of the same published by the University of Iowa as *University of Iowa Studies, Studies in Education* Volume X, Number 1, New Series No. 296, April 1, 1935.

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EDITOR'S NOTE: *After high-school pupils have been graduated and face the world, their views on the value to them of the subjects they studied should be of some interest to their former teachers and administrators. Considering high-school graduates as "consumers" and faculties as "producers", the author reports the answers of former "consumers" to three valid questions. Doctor Christensen is head of the Department of Education and Psychology, State Teachers College, Moorhead, Minnesota.*

TABLE I  
LISTS OF SUBJECTS IN ORDER OF RELATIVE VALUE AS ESTIMATED BY HIGH-SCHOOL GRADUATES  
(Percentages of number of respondents given after each subject)

MALE RESPONDENTS					
<i>Most Beneficial</i>	<i>Per cent</i>	<i>Least Beneficial</i>	<i>Per cent</i>	<i>Sure to Take</i>	<i>Per cent</i>
English.....	29.2	Latin.....	12.1	Typewriting.....	13.4
Physics.....	10.8	Algebra.....	11.1	Bookkeeping.....	10.8
Chemistry.....	7.8	Ancient history.....	10.7	Latin.....	8.2
Mathematics.....	6.8	History.....	8.2	Chemistry.....	7.8
Social science.....	6.5	Geometry.....	6.8	Physics.....	7.0
Bookkeeping.....	3.6	Modern history.....	6.3	Elem. business.....	6.0
Typewriting.....	3.5	Biology.....	4.7	Geometry.....	5.4
Algebra.....	3.2	English.....	3.5	Shorthand.....	3.9
Biology.....	2.2	Chemistry.....	3.2	Algebra.....	3.8
Manual training.....	2.1	Manual training.....	2.5	French.....	2.5
Geometry.....	2.1				
FEMALE RESPONDENTS					
<i>Most Beneficial</i>	<i>Per cent</i>	<i>Least Beneficial</i>	<i>Per cent</i>	<i>Sure to Take</i>	<i>Per cent</i>
English.....	48.7	Geometry.....	17.9	Typewriting.....	16.5
Home economics.....	8.8	Algebra.....	14.7	Chemistry.....	11.0
Typewriting.....	6.5	Latin.....	10.3	Latin.....	8.7
Social science.....	4.8	Chemistry.....	6.0	Bookkeeping.....	7.6
Latin.....	3.3	Ancient history.....	6.0	Elem. business.....	7.0
Shorthand.....	3.2	Physics.....	5.7	Home economics.....	6.4
Chemistry.....	2.9	History.....	5.4	Shorthand.....	4.9
Bookkeeping.....	2.2	Modern history.....	4.6	French.....	3.5
Elem. business.....	2.1	Biology.....	1.8	Geometry.....	3.5
Mathematics.....	1.5	General science.....	1.7	Physics.....	3.3
MALE AND FEMALE RESPONDENTS TOGETHER					
<i>Most Beneficial</i>	<i>Per cent</i>	<i>Least Beneficial</i>	<i>Per cent</i>	<i>Sure to Take</i>	<i>Per cent</i>
English.....	40.8	Geometry.....	13.6	Typewriting.....	15.2
Social science.....	5.5	Algebra.....	13.2	Chemistry.....	9.7
Typewriting.....	5.3	Latin.....	11.0	Bookkeeping.....	8.9
Home economics.....	5.2	Ancient history.....	7.9	Latin.....	8.5
Chemistry.....	4.9	History.....	6.5	Elem. business.....	6.6
Physics.....	4.9	Modern history.....	5.3	Physics.....	4.8
Mathematics.....	3.7	Chemistry.....	4.9	Shorthand.....	4.5
Bookkeeping.....	2.8	Physics.....	3.9	Geometry.....	4.3
Latin.....	2.5	Biology.....	3.0	Home economics.....	3.2
Shorthand.....	2.2	French.....	2.1	French.....	3.1

2. Of the subjects you took in high school, which ONE do you now consider of the least benefit to you? (Name only one subject)

3. If you could live your high-school life over again, what subject among those you did NOT take would you be sure to take? (Name only one subject)

Two thousand one hundred twenty-five graduates returned the questionnaires properly filled in. Of these more than ninety per cent answered the three questions regarding subject values.

If the estimates of subject values of the respondents were taken seriously, the curricular emphasis in the high schools of west-

ern Minnesota would be changed materially. Similar reactions of graduates of high schools in other areas, both in Minnesota and elsewhere, would most likely suggest similar shifts in subject emphasis.

The ten most beneficial subjects, the ten least beneficial subjects, and the ten subjects that the respondents would be sure to take if they could live their high-school lives over again, are presented in terms of percentage in Table I.

From this table it may be seen that the men and the women graduates agreed fairly well on the beneficial value of English, chemistry, mathematics, social science, bookkeeping, and typewriting. The men seemed

to value the science and mathematics subjects more than the women, and the women seemed to value commercial courses and Latin more than the men.

In spite of the fact that the graduates were asked to name only one subject, they often gave group names, such as "social science" and "mathematics." The arrangements of the subjects are, therefore, not as specific as one might wish.

The men and women agreed more or less on eight of the subjects mentioned by either sex as least beneficial. The women appeared to find the science subjects less helpful to them than the men did.

The one subject that stands out as the one the graduates would be sure to take if they could live their high-school lives over again is typewriting. The men and women agreed more or less on nine of the subjects in this list. One of the ten subjects mentioned by the men that was not mentioned by the women was algebra. The men naturally did not mention home economics.

It may be seen that there is some degree of overlapping in the subjects listed as most beneficial and least beneficial and the subjects which the graduates would be sure to take. As the same subjects are found in the "most beneficial," "least beneficial," and "sure to take" lists for each sex and for

the aggregate, inconsistencies are apparent. These inconsistencies merely suggest, however, that subjects have different values in the opinions of different individuals.

From what has been shown, it seems reasonable to consider the matter of giving less emphasis in our secondary schools to algebra, geometry, ancient history, and Latin, and to provide greater opportunity for pursuing courses in typewriting, bookkeeping, shorthand, and business training.

Just why history, biology, and English should be included among the subjects estimated as of least value is somewhat problematical. It is likely that these subjects are often poorly taught and so come to be dreaded rather than appreciated or found applicable to real life outside of the classroom.

But even though every subject were excellently taught and abiding interests thereby inculcated in the students, we should not lose sight of the fact that that would not necessarily be sufficient reason for teaching a particular subject. The value of a subject in the high-school curriculum should be determined, according to Koos,<sup>5</sup> by the extent of its contribution toward achieving the goals of the institution in which it is given.

<sup>5</sup> Koos, Leonard V., *The American Secondary School*, Ginn and Company, Boston, 1927, p. 366

TABLE II  
PERCENTAGES OF HIGH-SCHOOL GRADUATES WHO LISTED EACH SUBJECT FIELD AS MOST BENEFICIAL AND AS LEAST BENEFICIAL

Subject Field	MOST BENEFICIAL			LEAST BENEFICIAL		
	Percentage of men	Percentage of women	Percentage of total	Percentage of men	Percentage of women	Percentage of total
English.....	30.0	49.3	41.5	3.5	0.8	1.8
Natural science.....	25.0	6.8	14.2	10.3	15.7	13.7
Commercial subjects.....	10.9	15.6	13.8	4.1	4.8	3.6
Social science.....	10.5	7.9	8.9	30.8	19.2	23.8
Mathematics.....	12.9	4.0	7.7	19.2	33.8	28.1
Home economics.....	0.0	9.1	5.4	0.2	1.8	1.2
Foreign languages.....	1.3	3.6	2.6	16.2	15.1	15.5
Industrial arts.....	3.4	0.1	1.3	3.6	0.2	1.5
Music.....	0.6	0.5	0.6	1.0	0.4	0.6
Agriculture.....	0.7	0.0	0.3	1.5	0.2	0.7
Art.....	0.4	0.2	0.2	0.2	0.2	0.2
Not stated and classified.....	9.4	7.8	3.5	9.4	7.8	9.3
Total.....	100.0	100.0	100.0	100.0	100.0	100.0



TABLE III

COMPARISON OF THE SUBJECT FIELDS EMPHASIZED BY THE PUBLIC HIGH SCHOOLS OF WESTERN MINNESOTA WITH THE ESTIMATES OF THE RELATIVE VALUES OF THESE FIELDS BY THE GRADUATES OF THOSE SCHOOLS

<i>Subject fields emphasized in the high schools (In order of rank)</i>	<i>Subject fields considered most beneficial by the graduates (In order of rank)</i>	<i>Subject fields considered least beneficial by the graduates (In order of rank)</i>
English Social science Natural science Mathematics Commercial subjects Foreign languages Home economics Industrial arts Music Agriculture Art	English Natural science Commercial subjects Social science Mathematics Home economics Foreign languages Industrial arts Music Agriculture Art	Mathematics Social science Foreign languages Natural science Commercial subjects English Industrial arts Home economics Agriculture Music Art

The estimates of the values for the different subject fields are set forth in Table II. This table shows which subject fields were considered most beneficial and which least beneficial by the high-school graduates.

The five fields estimated as having most value are: English, natural science, commercial subjects, social science, and mathematics. The women, it will be noticed, placed home economics above social science, natural science, and mathematics. The four subject fields estimated as of least value to the graduates are: mathematics, social science, foreign languages, and natural science.

It is apparent, as before when the individual subjects were considered, that there is considerable overlapping in the estimates. The most discomfoting revelation is the fact that a considerably higher percentage of the graduates regarded the social-science field as the least beneficial than those who regarded it as the most beneficial. As shown in Table III, social science is the second most emphasized field in the curriculums of western Minnesota schools. The opinions of 2,125 graduates are worthy of some respect in this matter. If social-science subjects are next to English in emphasis, then why do so many of the graduates have a poor opinion of these subjects?

Is it because individual ambitions were such as to make social-science subjects of secondary value to the students? Were the

subjects poorly taught? Was the wrong kind of social-science subject matter emphasized? The study could not get at the root of this issue. It is clear, however, that if subjects are taught at all, they ought to be vitalized enough to function in an unmistakable manner in the lives of the students who take them.

In Table III the subject fields emphasized by the high schools of western Minnesota are compared with the estimates of the relative values of these fields by the graduates of these schools. The comparison is made in terms of the total number of respondents. The table suggests that school executives and teachers might profit by a careful appraisal of both their curricular offerings and the effectiveness of their teaching.<sup>6</sup>

The question of what influence scholastic standing had on the respondents' estimates of the most beneficial and the least beneficial subjects was answered by dividing the men and women respondents into five groups, according to scholarship.

Group one, for example, for each sex, comprised those graduates who ranked in the upper twenty per cent of their respective classes in high school. There was very little shifting of the positions of the most beneficial subjects from group to group. Such

<sup>6</sup>Alstetter, M. L., "What Education Is Most Worth?" *Peabody Journal of Education*, XI (November, 1933), pp. 111-116

shifting as there was became more apparent when the upper and lower scholarship groups were compared.

The men and the women in the upper twenty per cent in scholastic rank tended to favor the academic subjects slightly more than the men and the women in the lower twenty per cent. The latter groups tended to favor the commercial subjects more than the academic.

The estimates of the least beneficial subjects by the graduates in the upper and lower twenty per cent groups in scholastic ranks were very similar. It appears, therefore, that scholastic standing did not have a very material influence upon the estimates of subject values.

As the questionnaires sent out to the graduates in the spring of 1934 also inquired into their status at that time, it was possible to study the estimates of subject values in terms of three main groups, namely, those in college, those employed, and those unemployed.

When the lists of most beneficial and least beneficial subjects as estimated separately by the men and by the women in these three groups were directly compared, it was evident that the groups agreed in general on their estimates. The sexes, however, differed. The men in the three groups were practically agreed that English, chemistry, physics, and mathematics were the most benefi-

cial subjects. The women were equally agreed that English, home economics, typewriting, and social science were most beneficial.

The men in the three groups were pretty well agreed that Latin, algebra, and ancient history were the least beneficial subjects; and the women were even more certain that geometry, algebra, and Latin were the least beneficial.

This study of the educational consumers' reactions to the subjects which they pursued in high school throws some light on the relative values of the subjects in the program of studies. While the consumer's opinion is by no means the only or the best criterion for judging subject values, it seems well worthy of thoughtful consideration. If the reactions of the graduates, as given in follow-up studies, are properly respected the curricular offerings and perhaps also the content of the various subjects and the methods of teaching them might be materially improved.

As this study made no effort to compare the estimates of subject values received from students who had pursued exactly the same programs in high school, or to deal only with required subjects, or to relate the studies pursued to the individual purposes of the students, it cannot be taken as conclusive. Further study along this line, which would aim to isolate and to control various factors, might be profitably undertaken.



## Salvation

By EFFA E. PRESTON

*"The future of the race depends upon us educators, and upon us alone." (Excerpt from a speech we heard recently.)*

Feet firmly planted on the air,  
Le dernier cri in savoir faire

And matters esoteric,  
The dumb but dauntless dignity,  
Omniscience aping, with which we

Ignore whatever gods there be

Must rouse their mirth Homeric.  
Where angels fear to flap a wing  
Advice profound we rush to fling.

We're flops, there's no denying,  
In our attempt to save the race,  
But, though our failures mount apace,  
The gods may grant us, of their grace,  
A passing mark for trying.

# WHAT PUPILS *Are* *Being* ELIMINATED?

By JOHN C. CARLISLE and L. A. WILLIAMS

FROM RECENT articles in *THE CLEARING HOUSE*<sup>1, 2, 3</sup>, it is quite evident that at least one of the proposals included in the report of the Committee on Orientation is indeed a significant issue. The particular quotation around which the discussion has centered is:

"To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in a higher institution; and when it is manifest that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, as wisely as possible, directing him into some other school or into work for which he seems most fit."

In his stimulating attack against the position of the Committee with respect to this issue Brewer asks:

<sup>1</sup> Caverly, Ernest R., "Shall the High School Eliminate Its Failures?", *THE CLEARING HOUSE*, January 1938, pp. 259-263.

<sup>2</sup> Briggs, Thomas H., "Education for Every Normal Youth", *THE CLEARING HOUSE*, March 1938, pp. 412-413.

<sup>3</sup> Brewer, John M., and Caverly, Ernest R., "Elimination' . . . Sinister?", *THE CLEARING HOUSE*, September 1938, pp. 26-29.

EDITOR'S NOTE: *The authors here present some "objective evidence concerning who would be eliminated, if action were taken upon the proposals of the Committee on Orientation of Secondary Education that certain students need to be eliminated from high school." The three previous CLEARING HOUSE articles on this subject are listed in the footnotes on this page. Dr. Carlisle is assistant professor of education at Utah State Agricultural College, Logan, Utah, and Dr. Williams is professor of education at the University of California.*

"Just what kinds of boys and girls and older youths does the high school feel it must 'eliminate' . . . ?"

Any adequate answer to the question certainly would go a long way toward clarifying the problems involved. Perhaps some insight might be gained from more complete knowledge of the individuals who *are* being eliminated *now*. Findings from a recent study may be of significance in this respect.

The general purpose of the study was to determine the variability of "slow-learning" pupils with respect to a series of school progress factors. The investigation was based upon a group of 400 pupils who enrolled in the tenth grade of a single, large cosmopolitan senior high school in the fall of 1934. From this large group two smaller groups of "slow-learning" pupils were used.

The one group, referred to as "lower-group," included 81 pupils who had completed at least the first five semesters of the senior-high-school period (the study was begun during their sixth semester), during which time their grade-point average for all courses taken did not exceed 1.4.

The other group, referred to as "drop-outs," included 63 pupils who had completed at least one semester, but discontinued before completing five, and whose grade-point average for all courses taken did not exceed 1.4.

Here, then, were two groups of pupils who, in terms of teachers' marks, constituted approximately the lowest thirty per cent of the total enrollment for their grade. Pupils in the one group, in spite of their evident lack of significant indications of success, remained in school for at least five semes-

COMPARISON BETWEEN LOWER GROUP PUPILS WHO REMAINED IN SCHOOL AND THOSE WHO WITHDREW

	Lower Group	Drop-Outs
Mean I. Q. (Terman Group Test).....	99.36	100.15
Chronological Age (in months).....	184.20	186.07
Iowa Silent Reading Tests, Advanced, Total Comprehension Score (expressed in standard score points).....	46.33	44.55
Bar Scale Rating of Fathers' Occupation.....	8.87	8.84
Per cent of pupils, both of whose parents were born in the United States.....	69.10	55.60
Per cent of pupils living with both parents.....	61.70	45.60
Per cent of pupils, both of whose parents had schooling beyond eighth grade..	57.20	43.30
Per cent of pupils, one or both of whose parents received any college education	33.30	18.90

ters. Pupils in the other group might be thought of as those who were "eliminated," though it should be made clear that this elimination in most cases did not result from any specific administrative action of the school. To use again Brewer's question, "What kind of boys and girls were they?"

Some findings from the study are indicated in the accompanying table.

As indicated, the drop-outs averaged approximately two months older than the lower group. The difference, however, is not sufficiently great to be statistically significant. As for mentality, the difference in I.Q., favoring the drop-outs, is negligible. In terms of fathers' occupations, the two groups were found to be practically equal.

Analysis of social factors, however, revealed a decidedly different picture. Only 55.6 per cent of the drop-outs came from homes in which both parents had been born in the United States, as against 69.10 per cent for the lower group; 43.30 per cent came from homes in which both parents had received schooling beyond the eighth grade, whereas the comparative per cent for the lower group was 57.20; and finally, only 18.90 per cent came from homes in which either parent had attended college, while nearly twice as many, 33.30 per cent, of the lower group fell in this classification.

From these findings it would appear that slow pupils who do not remain in the senior high school are in mentality, as a group, at least equal to those who do remain in school. They read equally well. They are handicapped, however, in that they come from a generally unsatisfactory home background, much more so than do the slow pupils who remain in school.

The picture is not an encouraging one, particularly in the light of the recommendation of the Committee on Orientation. If these drop-outs are representative of those whom the Committee would "eliminate," and perhaps place in a separate institution, such action could mean but one thing—educational stratification of pupils at the secondary level based upon sociological classification of parents. Obviously, this is so contrary to basic ideals of democratic education as to be worth scant consideration.

If, as indicated in this study, the drop-out pupils, as a group, are possessed of mental ability at least equal to that of the slower pupils who remain in school, it would seem that some means might be found to adapt the cosmopolitan high school to meet the needs of these pupils without resorting to the creation of new educational institutions.

### Regeneration

In the modern school our young folks come to grips with real life. They participate in both the development of the program and in the pursuit of its activities. Under the stimulation of sympathetic

teachers they enjoy real experiences, combine individual with social welfare, and direct their efforts toward a continuous regeneration of society.—LESTER K. ADE in *Pennsylvania Public Education*.



# High-School Debating Is

An answer to "The Evils  
of High School Debating"

## WORTHWHILE

By JOYCE R. GREGORY

GO OUT, and seek the truth", is my reply to the article, "The Evils of High School Debating", by Raymond H. Barnard of Ball State Teachers College, Muncie, Indiana, which appeared in the January 1938 issue of *THE CLEARING HOUSE*.

This article did not give the reader a fair or clear picture of high-school debating, for the arguments presented were based on mere assumption. I do not doubt the integrity or sincerity of Mr. Barnard, but I do take issue with his arguments, and so I herewith present the other side of the case, attacking his major points, in the hope that I may brighten the picture for high-school debating and eradicate any erroneous beliefs which might have arisen in the minds of his readers.

Mr. Barnard's first contention was that "high-school debaters develop bad platform manners such as shrill, harsh voices; gestures too carefully planned, and over-aggressiveness and bombast."

In order to condemn debating on this first argument, Mr. Barnard should have presented cases of sufficient number to condemn the whole activity, but instead, only



**EDITOR'S NOTE:** Miss Gregory is head of the Speech Department of West High School, Minneapolis, Minnesota. She has been a high-school debate coach and speech teacher for the last seven years. "The Evils of High-School Debating", by Raymond H. Barnard, which she answers, appeared in our January issue, preceding an article on a high-school open forum, which in some schools has replaced debating clubs.

that quoted statement was made. I too have heard a few debate teams with peculiar vocal and physical mannerisms, but I have also heard some poor glee clubs, and have seen some mediocre class plays. Should we soundly condemn these activities because of a few poor examples?

Having heard state contests for the past seven years in Wisconsin, Minnesota, and South Dakota, and having attended six national high-school speech festivals, where I acted both as coach and as judge, I feel that debating of today—in respect to platform technique and voices—has progressed to a very excellent type of speech activity, for in these contests I have heard some excellent voices and witnessed only the best of platform manners.

The next evil presented was "the absurd fear of inconsistencies, lack of agreement with colleagues, lack of teamwork, quibbling, and bickering over terms."

First—why is it absurd to train students to be able to discern inconsistent thinking? And certainly there are instances when there might arise differences of opinion on interpretation of statements. Such differences arise every day in our own lives. If debating is to fulfill its purpose, that of developing straight and constructive thinking, should students be scorned when they are able to detect false thinking on the part of their opponents?

Mr. Barnard's third contention was that "From the viewpoint of the audience high-school debates are too long . . . most state high-school leagues still retain the three-speaker arrangement".

Rather than an unfounded assertion, al-

low me to state that the trend in debating is toward the two-speaker or hour debate. Minnesota, South Dakota, Nebraska, Kansas, and Illinois are some of the states with the two-speaker plan. Wisconsin still uses three, but has submitted an amendment to its schools to reduce the number. In New England the two-man teams are rapidly coming into use.

The ruling of the National Forensic League for its national festival held every year is one for the use of two-speaker teams, and since teams from all over the United States participate in this national event, we can see that our set ideas on the three-speaker plan are changing.

The fourth evil of high-school debating mentioned was, "Debate is an unfamiliar, uninteresting game to most audiences—attendance at debates is poor."

For the sake of argument, let us grant this point. Should debating necessarily be placed on the commercial entertainment level of athletic contests, class plays, or school carnivals? Is it not a mental rather than an emotional activity? Does the very nature of debate lend itself to the hoi polloi? The very fact that the student is learning to reason, to understand that there are two sides to every question, to speak well and convincingly, to organize information and arguments, and to evaluate ideas, is justification in itself for inter-scholastic high-school debating.

The fifth point in the case against high-school debating was that "debate has degenerated into a mere declamation contest of memorized speeches or speeches read from cards. . . . Rebuttal, which is the very heart of debating, is poor and canned."

Where has Mr. Barnard sought his material for evidence in his attack? Surely he has not been watching the growth and advancement of high-school debating for the past ten years. High-school debating of today is radically different from high-school debating of a decade ago. Then, bombast, oratory, and memorized speeches and re-

buttals might have been the rules of the activity.

Today, the picture is vastly different. Let Mr. Barnard visit the hundreds of debate classes all over the United States. Let him listen to the hundreds of district, regional, state and inter-state festivals and tournaments held every year. Let him study the debating at the national high-school speech convention sponsored by the National Forensic League—then let him reach an honest decision on the style of debating done by the modern, American youth, in true extemporaneous style, with ideas well-organized and facts presented clearly.

#### FORENSIC CONVENTION

If Mr. Barnard had visited the National Forensic League Convention held at Jacksonville, Illinois, last May, and had listened to the sixty-two high-school debate teams representing schools in twenty-eight different states, he would have seen a splendid cross-section of high-school debating in the United States, and not just a few isolated examples from one section of the country. Mr. Barnard's state, Indiana, was represented by three teams from three different towns.

The next and sixth point presented against high-school debating was, "The good judge of debate is rare."

Is this not an unqualified assertion? Excellent men and women, coaches and teachers trained in logic and debate technique, are found the nation over. According to Mr. Myron G. Phillips of Wabash College, Indiana, in an article, "Speech Training in Secondary Schools", by Clara Krefting, in the *Quarterly Journal of Speech*, December 1937, the state of Indiana alone has 119 debate coaches, 282 teachers of public speaking, and 53 teachers of oratory in the secondary schools.

Add to these numbers the debate and public speaking teachers from the colleges and universities of that state, and, surely, they indicate that the high-school debaters

of Indiana can be judged fairly and adequately in their inter-scholastic debates.

If we are to believe the statement that the good judge of debate is rare, then the Northwest must hold a unique place in the field of debate judging, for we have many outstanding men who have been inter-collegiate debaters, have trained national championship teams and who are estimated to be leaders in their field of speech.

Dr. Franklin Knowler and Prof. Harold Gilkenson of the University of Minnesota; Prof. Owen P. McElmeel of St. Thomas College, St. Paul; Prof. Evan Anderson, Gustavus Adolphus College, St. Peter, Minnesota; Karl E. Mundt, president of the National Forensic League, Madison, South Dakota; Prof. Hugo Carlson, Augustana College, Sioux Falls, South Dakota; and Prof. George McCarthy, South Dakota State College, Brookings, South Dakota, are among the men qualified as judges who are outstanding in Pi Kappa Delta, Delta Sigma Rho, and high-school debating activities, and who are in demand for both local and inter-sectional debate work.

The seventh argument presented was that "many debaters are dragooned by principals into debating when they have no real love for it."

#### EXPOSE PUPILS TO DEBATING

How would the average student develop a liking for debate if he were never exposed to it? He usually is not born with an instinct to learn logic and reasoning, to study research and debating. He must be guided and supervised. If students express a dislike for debating, it is because nine times out of ten they have never participated.

The last important contention of Mr. Barnard was that "Debate trains the few rather than many, and thus the majority of students, who need the most attention, get the least." I am afraid that Mr. Barnard is striking out blindly, and advocating something which is educationally unsound. In the first place, there is no educational prem-

ise that advocates the training of many in the technical study of debate. Nor is there a belief that all students should be musicians or athletes. The students who need the most attention are those who need training in fundamentals of speech, and not in the specialized training offered by debate.

However, the author does present a solution—"correction by competent coaches or by less emphasis on winning."

I believe that Mr. Barnard's suggestions have been gradually put into operation for a number of years, that debate trends in the United States are toward real speech and life training, rather than mere drill in winning. The National Forensic League, an honor society for high-school speech students, stands as a pioneer in the promotion of speech activities for the majority rather than the minority, in the encouragement of no-decision practice conferences, and in stressing excellence in participation.

Kansas and Oklahoma are outstanding for their excellent practice meets. Illinois has many sponsored by both high schools and colleges. Pennsylvania, Minnesota, South Dakota, Iowa, and Wisconsin are among the states which promote wide-spread interest in debating by stressing speech conferences and placing less emphasis on winning.

Mr. Barnard has presented a rather bitter, pessimistic picture, but we who are active in the high-school coaching field, who have watched the growth and development of high-school debating in the past decade, who have heard and witnessed teams from all over the United States, know that the trend today is decidedly toward better debating.

The thousands of high-school youngsters throughout the nation who are enthusiastically receiving debate instruction, and graduates who have returned to us, expressing their appreciation for their debate experience, encourage us in the thought that high-school debating is fundamentally worthwhile.

# AUDITORIUM CLASS:

## *A problem-solver at McKinley Junior High*

By THOMAS K. WENRICK

FOR THE proper development of junior-high-school pupils the weekly assembly provides too meager an opportunity. From thirty to forty programs, even though planned for pupil participation, are likely to feature a few talented pupils several times under different sponsorship, and at best will average only one or two appearances annually for every pupil.

Rehearsals and coaching for such programs may be a part of regular class work, but more often they are incidental, and must seek a time and place outside the regular schedule.

In McKinley Junior High School assemblies are still prepared under much these same limitations—but in addition to this, a plan for auditorium training is operated as a part of the regular class schedule.

The auditorium class is a required subject for all eighth-grade pupils. Each section is given two periods per week, one a preparation period in which planning, rehearsing and polishing are done in a regular classroom, the other a performance period held on Wednesday, when four sections are combined in the auditorium.

About half of this performance period is devoted to group singing and music appreciation, with the music instructor on hand

throughout the hour, ready to assist with all events of a musical nature. This is considered an effective substitute for one of the two periods formerly given to formal music instruction.

A number of outcomes are sought in these Wednesday sessions in addition to those musical. Emphasis is given both to the problem of being a good producer and to that of being a good consumer.

As producers, pupils improve in stage presence, poise, conversational ability and effective speech, through frequent experiences in presenting speeches, plays, songs, debates, readings or other types of entertainment in which they have ability or interest. "Consumer education" results in appreciation of different types of performances, sympathy and courtesy shown to the performer, critical appraisal of individual numbers, and intelligent use of applause.

The period devoted to preparation for a program is informal, but follows certain definite lines. Ten or fifteen minutes are first used in discussing and criticising the performance of the previous Wednesday. Twenty minutes are then used in planning for two or more programs in advance. Committees accept responsibility for each.

The time remaining is spent in work, particularly on the voice. Oral reading plays an important part, especially during the early part of the year, in bringing out tone quality, correct pronunciation, enunciation, speech, and the value of small words.

A card system is used in recording data for each pupil. In September are listed names, instruments played, and other activities in which pupils are already proficient, as well as new activities they may be in-

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EDITOR'S NOTE: *An eighth-grade auditorium class, a required course in McKinley Junior High School, Middletown, Ohio, accomplishes a number of desirable ends—including that of giving pupils more appearances on the stage than the average once-a-year. The author is principal of the school.*



terested in learning. At all performances appropriate entries are made on these individual cards.

A "talent index" is thus growing all the time, providing information useful to all teachers in the preparation of regular assembly programs. Eighth and ninth year pupils are included in the file, and both the auditorium and the music instructors serve on the general committee for school assemblies.

Informal as it is, this class accomplishes much or little, according to emphasis and guidance and the inspiration given by the teacher. Many of the results are intangible, or at least difficult to measure. Parents, however, approve it because they recognize that it helps bring their boys and girls through

a period in which confidence needs to be built up through self-expression.

Discussion of any topic that originated in the classroom is encouraged, and this provides a form of integration for the entire school program. Creative tendencies are given an outlet, for much of the dramatic work is original and related to the class-work in other subjects.

The work might be considered an extension of the English course of study, for it does provide practice in oral expression. It is preferred, however, to keep it independent of any academic label, with few definite requirements and no definite limitations. It is, perhaps, nothing more than a friendly oasis in the midst of the traditional desert.

## License Plates Motivate Letters

By NORA McCAFFREY LAW

OUR course of study in English suggests a letter-writing project for the high seventh grade. The teacher was puzzling over the problem of making this work as fascinating to her pupils as was reading the comic strips.

The following project grew out of the fact that a member of the class collected automobile license plates. A license plate for which the pupil had written to the governor of Wyoming was displayed in class. On the plate a yellow cowboy rode a yellow horse against a black background.

Then the fun began. Every boy wanted to write to a governor and try his luck. Even the girls thought it would be great fun.

So out came the *World Almanac*. The names of the forty-eight states were written

on the board. Incidentally, the spelling of the state and its abbreviation were checked and rechecked. Even the derivation of the name and some of the history of the state was learned. Then followed the list of the names of the present governors. The boys were interested in the political affiliations and the terms of office.

Next each pupil chose a state. Some wished their native state. Then a preliminary study of correct letter forms followed. The children sensed that a letter to a governor should be as nearly perfect as possible. Such striving as there was after a business-like copy! Almost a ream of typing paper was consumed by the fifty pupils, but it was well worth it just to see the baseball team captain struggle against blots as against errors on the field!

In a few days the replies began to arrive. Such excitement when a long brown package brought a license plate! One governor from an Eastern state regretted that his own

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EDITOR'S NOTE: *The author teaches English in the Golden Gate Junior High School, Oakland, California.*

plates had not been saved—but he sent others in their place. Several governors referred the children's requests to the Motor Vehicle Department, and sample plates were sent. The pupils learned that New York State advertises her World's Fair on her plates. Maine mentions vacationland and Louisiana places a pelican between the numerals.

Each letter was read to the class and carefully studied for good points and bad. Even the official stationery and the state seals were scrutinized. All letters were posted on

the bulletin board. The license plates were displayed around the room. At the close of school, thirty-eight states had been heard from. It became school news that "There's a new license plate in Room Four!"

Because of the effective motivation of this letter-writing project, the pupils worked especially hard to master punctuation, spelling, penmanship, letter forms, and business-letter courtesy. The members of the class saw the need of these as helps to attain an end. What if that end were only an old automobile license? It worked!

## "International Conference" Project

By MARY PEARL BENNETT

**D**URING International Trade Week, May 23-27, 1938, a Pan American Conference was being held at Broadway High School, Seattle, in connection with Pacific Rim History, a social-science course offered in all Seattle high schools to seniors. During one semester the countries of India, Russia, China and Japan are studied. The next semester's work, covering the islands of the Pacific, Canada, and Latin America, brought forth the project discussed here.

Usually the semester's work closed with formal papers on Pan Americanism and the Monroe Doctrine. However, it was very evident from the papers that first, the students read the minimum amount and second, they copied, verbatim from their reading, much of the content of their papers. After having read one hundred twenty of these papers, the teacher's reaction was that the pupils had gained very little from this kind of written work while the monotony of reading repetitions was boring to the teacher. Yet

there was the urge to provide in some way a constructive, interesting, progressive summary of the semester's work on the part of the pupils.

While meditating on this problem, the teacher was inspired to have the group hold a Pan American Conference. The following plan was adopted and preparations were begun early in the semester.

First, the group as a whole studied the problems that confronted the countries concerned. Then each student selected the country he wanted to represent at the Conference. This meant that he had to be familiar with the history of his country and know its attitude and aims.

The time, place and length of the Conference were discussed. It was decided to open the Conference on a Friday for preliminary speeches and then devote one hour each day for five days to the formal agenda. After some discussion and bickering the students selected the city of Buenos Aires as the place for the Conference.

The next step was to choose a chairman, vice-chairman, and secretary for the conference. In the meantime, flags of all the Latin American countries, a Pan American Union

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EDITOR'S NOTE: *The author teaches history in the Broadway High School, Seattle, Washington.*

Pennant, mounted maps, and pictures, were being assembled for decorations. A standard bearing the names of the countries identified the delegates' seats.

While all these preparations were under way the official agenda, including research work for reference material, was being arranged. To each of the five days was assigned a specific topic. Each day's program consisted of presentation of formal speeches, usually three, sometimes four, after which a set of resolutions on the subject before the Conference for the day was presented. Then followed a general—sometimes heated—discussion by the group, amendments, and voting to adopt the resolutions. It was during the discussions that the delegates showed their knowledge of the country they represented.

The topic for Monday was Peace, presented by an Address of Welcome and a Response giving Aims of the Conference. Then followed an address on View of the Conflict of the World contrasted with the Hemisphere of Peace. The session concluded with the presentation and acceptance of a Peace Pact for the Western Hemisphere.

On Tuesday the students handled very well Trade Problems of the Western Hemisphere. On Wednesday Education and Propaganda were debated. This was followed on Thursday with discussions on Air Trans-

portation, Pan American Roads, Radio Communication and Tourist Trade. The conference closed on Friday after a discussion on the problem of immigration control in the Latin American countries and the adoption of resolutions of appreciation.

As the time approached for the opening of the conference, the teacher announced that guests would be invited to visit the sessions. From Monday to Friday inclusive, each day, there were visitors among whom were university professors, parents, the superintendent and assistant superintendent of the Seattle schools, principals, teachers and pupils, not only from Broadway, but from other high schools in the city, and newspaper reporters.

The students put on a very realistic conference, so much so that on one day the honorable delegate from Paraguay walked out of the Conference in high dudgeon, during the debate on immigration restriction. He slammed the door and strode out into the corridor and refused to return. Adult visitors were so interested that they wanted to join the discussion. The students had the time of their lives. They loved it so much that they did not want to bring the conference to a close.

In January 1939 the group studying the Asian side of the Pacific Rim will hold a Pan Pacific Conference.

## Colorado's Discussion Groups

By PAUL L. KIRK

**D**URING October, 1938, the teachers of Colorado held an annual convention meeting that was different.



**EDITOR'S NOTE:** *The author, who led one of the groups of which he writes, is principal of the Keating Junior High School, Pueblo, Colorado.*

At the old-type general meetings the teachers usually listened to an "inspirational speaker," attended the movies, or went shopping. By Monday morning "all was forgiven"—also forgotten.

Attacking the problem with energy and courage, the officials of the Colorado State Teachers Association were quite successful this year in holding a meeting in which

every teacher had an opportunity to participate.

At each of the three division meetings held over the state, small discussion groups of approximately thirty people met to discuss the convention topic. Two forum leaders, or "experts," were present at each of the three division meetings to explain the plan to the discussion group leaders and demonstrate the techniques of forum leadership. These two leaders also presided over the general forum or "town hall" meetings where representatives from the smaller discussion groups converged to report for their groups.

The general topic for discussion was "The School and the Community." This topic offered several lively issues which aroused keen discussion. Some of these were:

"By and large, schools do more to keep youth out of community affairs than to put them into community affairs."

"In effective community schools pupils would spend fifty per cent or more of the time for which the schools are responsible outside of school buildings."

"A good education is one 'imposed' upon the individual by his community. He must take it whether he likes it or not. He cannot leave it without suffering punishment."

In most of the discussion groups little difficulty was encountered in promoting discussion. When the teachers arrived and registered at the convention, they were assigned by number to a discussion group. They had no opportunity to pick a group or a favorite leader.

In the group over which the writer presided as a leader about five people of the thirty present knew each other. The meeting was opened by having each person introduce himself. Practically all of the discussion was carried on through voluntary participation. However, no one was permitted to "sit." Those who did not volunteer were called upon. By the end of the session everyone knew everyone else, and

new friends had been made. They also felt that they had been a part of the convention—in most cases a new sensation.

On the whole the convention, conducted as a study conference, was described as successful.

It should be noted that section meetings according to special interest were retained for one afternoon only. However, the discussion groups were the highlights of the convention. The general-discussion groups where the convention assembled in one large auditorium were interesting but not of extreme value.

This general meeting did furnish a "safety valve" for several people to unburden their souls on educational policies, the policy of the state association, and the usual "cracks" at administrators. Under able leadership little time was lost and the central issue was kept before the convention. The general meeting does furnish an opportunity for expert leaders to summarize the discussions and dispel erroneous conclusions.

One of the dangers that seems most apparent in this type of discussion group is that of passing on ignorance. A persuasive orator who may know little about the subject at hand can influence the entire group to his way of thinking. The remedy for this would seem to be leaders who are well informed on the questions under discussion and who have the courage to correct wrong statements.

A second danger lies in the tendency to jump at conclusions. Teachers have assumed the attitude that they must "find the answer" to everything or else the time is wasted. Perhaps this is the result of summer-school sessions and courses in educational research. At any rate in a discussion group where there is a clash of opinions the "answer" is not always obvious. To some this meant that the meetings were confusing. This calls for a change of attitude on the part of those participating, well-qualified leadership, adherence to the main issues, and definite summaries of the facts.



# SCHOOL NEWS DIGEST

Edited by ORLIE M. CLEM

*Radio Station WBOE* is now maintained and operated exclusively by the Cleveland Public Schools. Approximately sixty schools are equipped for programs and the remainder of the city's 150 schools will be so equipped in the near future. This station is believed to be the first operated exclusively for educational purposes by a local school system.

*San Diego, Calif.*, reports an unusual experiment in the area of worthy use of leisure. In a "Children's Fair" exhibit sponsored by the parent-teachers association, the creative work children have done at home is exhibited. No articles made wholly in school are used in this novel exhibit.

*During the present year*, the Coöperative Study of Secondary School Standards is conducting an intensive investigation in 15 high schools to determine how a secondary school may be evaluated and accredited in terms of its own specific objectives. Heretofore, individual schools have been appraised in terms of the absolute standards of the accrediting agency.

"S.O.S." buttons play an important role in the present safety campaign in the New York City Public Schools. The slogan represented by these "S.O.S." buttons is "Stay on the Sidewalk."

*The Fifteenth Annual Junior High School Conference of New York University* will be held on Friday and Saturday, March 17 and 18.

*Anxiously*, educators have awaited the Regents' Report on the Character and Cost of Education in the State of New York. The report has now been published. These two statements of the report are significant:

"The Inquiry, after its extensive study of the state, reports that the school district is now the weakest link in New York's educational system."

"New York State has come to feel as a result of this experimental program that the proper plan for

the State of New York is not a county unit for schools nor a town unit for schools, but a natural community unit created through consolidation to meet the needs and desires of those who live in the unit itself. The Central School District is the well-tested answer for the needs of the State of New York."

*Year after year*, the desirable relation of the curriculum to the extra-curriculum remains ill-defined. Even the matter of nomenclature suggests uncertainty: extra-curricular, co-curricular, intra-curricular, allied. William H. Smith, Principal of the Vernon L. Davey Junior High School of East Orange, New Jersey, adroitly disposes of the above problem. In this school, unit courses take the place of the extra-curriculum. There are no clubs. For two fifty-minute periods each day, unit courses "disconnected with the curriculum" are given. No credit is allowed and no marks are assigned. Teachers and pupils carry on the work informally as they please. These unit courses include such fields as archery, music, chess, cooking, and social dancing.

*Dr. J. Cayce Morrison*, Assistant Commissioner for Research of the New York State Department of Education, recommends a shift of emphasis in education. He suggests less emphasis on the three "R's" and more on the three "S's"—science and the social studies. Addressing the New York State School Boards Association in Syracuse, Dr. Morrison said:

"Knowledge of science is the next basic contribution this generation has to make to the next. Likewise, social studies mean more than detached history and geography."

*Dr. Leta S. Hollingsworth*, Speyer Experimental School of New York City, considers that a child may be too smart for his own good. Her researches indicate that a child above 150 I.Q. is often menaced with

(Continued on page 256)

## ➤ EDITORIAL ➤

# Guilty, as Intended!

ON TUESDAY morning, November 29th, *The New York Herald Tribune* carried on the front page a report of a dinner sponsored by the New York Public Education Association. At this dinner Dr. Luther Gulick had commented upon certain findings of the recently completed three-year study of the New York State educational system. The headline read:

GULICK REPORTS

SCHOOLS FAIL TO

PREPARE YOUTH

*State Study Shows 80% of Children Are Unable to Carry On Government, Industry or Social Work.*

The fact that this appeared on the front page, along with "French Labor and Daldier Deadlocked in Strike Crisis", "160,000 Germans Seeking Visas to Enter U.S.", and similar matters of first importance, suggests that the writer thought it would startle the reading public. But should it?

Is there anybody who thinks that the American high schools, for example, are definitely and directly trying to prepare youth for living?

For the most part, teachers are to be listed among the most conscientious, hard-working, and self-sacrificing of the toilers here on earth. But their assiduities are not directed, in the secondary schools, toward youth's readiness to live.

We struggle to preserve accumulated knowledge by storing it in the nervous systems of millions of young people. We drive young folks through rigorous mental exercise for the good of their souls and the horsepower of their brains. We faithfully expose them to the record of human experience. Now and then we talk about aims and objectives.

Here and there an alert teacher fur-

tively forsakes Cleveland's administration, scheduled for November 1 and 2 in History IV, and devotes a week to the Monroe Doctrine because world events are bringing that principle into the spotlight. But we shall have to be honest and admit that Youth's Design for Living is just an understudy in our cast. As Shakespeare would put it, that objective dwells but in the suburbs of our good pleasure.

Why? Perhaps because of our own inertia and lack of initiative. Perhaps because the liberal arts college, until recently at least, has been convinced that a certain pattern of preparatory experience is necessary for the future college student; and because the baleful influence of that tyranny has extended itself beyond the little inner circle of "college preps" to the mass of secondary-school pupils. Perhaps because the established practices are profitable to the associated industries of the profession. Perhaps because the educated members of boards of education and boards of regents will not countenance any procedure that runs counter to the kind of schooling which has produced those officials.

At any rate, we can't say that we have really tried. But, mark you, it would be a lot of fun to try, if we could have some strong backing—if the American public would just say to us, in unmistakable terms, "From now on the function of the secondary school is to induct youth into life in the best possible way." That would put new vigor into the profession and new hope into the whole American scene.

Some day let us have a headline like this:  
CONGRESS OF PARENTS, SCHOOL AND  
COLLEGE AUTHORITIES, TEACHERS,  
AND YOUNG FOLKS DEMANDS THAT  
SCHOOLS PREPARE OUR YOUTH  
H. H. R.

## What Can Be Done About Christmas?

THE commercialization of Christmas has gone so far that what was for a thousand years a festival of Holy Church has been taken over generally by the merchants' associations. Christmas chimes ring out as always on the more traditional greeting cards, but in reality the chimes we hear at the Yuletide are cash-register bells.

Perhaps we err on the side of sentimentalism, but there are some of us who want to preserve whatever there is remaining of the generous spirit of Christmas-without-tinsel, the tonic impulse of the will to give, unprompted by the cleverness of salesmen or of advertisers. The schools, especially the elementary schools, have discovered ways to "teach" Christmas. Some of the teaching is surely in the spirit of Noël, but as often as not our Christmas projects are mechanical, perfunctory, and no more inspiring than square root.

Indeed, so many Christmas projects are of doubtful value that a pessimist might want the observance of the festival left to the church and home. Some of the drawbacks are obvious.

Of doubtful value are the parties when they are occasions for a systematic, self-indulgent exchange of "gifts". Of doubtful value are the high-pressure campaigns for Christmas boxes or Christmas baskets, when the class is given a try at the institutional kind of charity; too often the giving is in the spirit of Lady Bountiful. It allows children to discover a little of the poverty and misery that fills the dark corners of our world, but it too often allows them to learn an escape from the reality of persistent and continuous obligations. It invites the belief

that a basketful of food at Thanksgiving and another at Christmas will make the poor very happy and put everything right in the world.

The spirit of Christmas, as everyone knows, is not something for Christmas day, nor for the season we observe (with the help of the department stores) that runs from somewhere before Thanksgiving to New Year's Day. The spirit of Christmas, if it is important at all, is for January and June, for every day in the year.

Christmas should be a festival season, a season of rejoicing and good-will, but so is every season for the persons who have achieved what we all recognize as the Christian spirit.

The celebration of Christmas need not be institutionalized in the schools, and this is our plea for the student who should be allowed the peculiar satisfaction of being charitable in his own way. He must learn that human misery is his personal concern, and he must learn at the same time the necessity of concerted social action for the effective remedy of the broad-scale miseries imposed by nature and by social traditions. He must learn the pleasure of giving, which is an adult pleasure, contrary to all his habits of childhood; and he must learn the fundamental limitations of personal charity. These are not conflicting views, actually, but only two separate aspects of one thing.

The Christmas season is too brief to learn these attitudes; it is the examination period, perhaps, when we may test how well we have learned and how well we have taught throughout the year that is ending.

J. C. D.

### *Sceptics*

The teaching of scepticism should be one of the most fundamental aims of contemporary education. . . . The aim in the lower grades is to begin the development of a habit of tolerant discussion. . . .

By the time high school is reached, students should be capable of plunging as deeply into current controversy as adults.—WILLIAM W. BIDDLE, in *The Curriculum Journal*.

# —SCHOOL LAW REVIEW—

## School Board Liability Cases

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

### *Minnesota on Liability*

There is a growing sentiment that the old governmental non-liability doctrine is unsatisfactory and unsuited to a democracy which calls for fair play and justice. The legislatures of four states have passed statutes as a requiem to a decent burial of this unworthy grandson of sovereign immunity in tort. But it remained for the New York Court of Appeals to summarily hang this unworthy black-guard of human injustice in our civilization without waiting for the formality of having him outlawed by the legislature while other states were still singing "God Save the King" in their judicial hymns of ultra vires, no money doctrine, or governmental non-liability theory.

Minnesota has had a school district liability statute since 1877. It was amended in 1923, but as in Oregon a legal spectre exudes from the grave of the buried belief in governmental non-liability and still stalks forth in the reasoning of the judiciary, to benumb that humane sense of justice which appears so prevalent in New York State, Washington, and California.

*Minn. Laws 1877 c. 79 sub. 8, sec. 1, Comp. Statutes 1878, Section 117*

*General Statutes 1923, section 2816 and 3098*

*Oregon Law Section 357, 358*

The courts in Minnesota appear to vacillate from one point of view to another. In Oregon, the ghost of governmental non-liability still darkens the judicial records. One of the latest decisions of the courts of this state indicates it would have held the statute to mean that a school district is liable "for the consequence of its own wrongful or negligent acts although not liable for misfeasance or nonfeasance of its officers or agents," if it had not been for the doctrine of state decides (that is, prior decisions were contrary to this view).

*Anton v. Union High School District No. 2 of Clatsop Co., et al. (1929), 280 Pac. 668*

### *Some New York Cases*

Under the New York rule, a school board is liable for negligence in the exercise of powers conferred or the performance of duties imposed by law directly upon the board, but it is not liable for negligence where the duty is conferred or im-

posed by statute upon designated officers. They are the ones who must be held liable, and this classification included teachers until 1937, when a statute changed the rule.

The powers and privileges of a corporation do not exempt it from liability for negligence in the performance of its corporate duties.

*Donovan v. New York Board of Education (1881), 85 N.Y. 117.*

Hence, a board of education was liable for maintaining a flag pole on the school ground in an unsafe condition. The flag pole was rotten and fell from the top of the school building and killed a person. In any other state I presume the falling of this rotten flag pole would have been an act of God, or a residual of a governmental function. But not in New York State, where the courts are not so apt to blame God for the negligence of the boards of education, or to believe they can do no wrong.

If the flag pole was unsafe when it was erected, then, said the court, the board was guilty of maintaining a nuisance and was liable. If the pole became unsafe after it was erected, then the board was guilty of negligence. In other words, they had the board coming and going.

*McCarton v. City of New York, 1912, 133 N.Y.S. 939.*

A board of education was held liable for injury to a pupil while he was operating an unguarded buzz saw in a manual training room.

*Herman v. Arcadia, Union School District No. 8, 1922, 234 N.Y. 196, 137 N.E. 24, 24 A.L.R. 1065.*

Another board was also held liable for allowing the use of a building in such an unsafe condition that the ceiling fell and fractured a pupil's skull.

*Wahrman v. New York Board of Education, 1906, 187 N.Y. 331, 80 N.E. 192, 116 Am. S.R. 609, 10, Ann. Cas. 405.*

And again, a board was held liable to damages for failing to keep a gymnasium's equipment in safe condition, when pupils using it were injured.

*Kelly v. New York Board of Education, 1920, 191 App. Div. 254, 180 N.Y.S. 796, 137.*

A board of education will be held liable for injuries sustained by a pupil when it refuses or neglects to supply mats to guard a gymnasium wall, if the testimony shows that it is the custom in the



state and vicinity to protect dangerous projections in a gymnasium by mats or paddings.

*Bradley v. Board of Education of Oneonta* (1936), 286 N.Y.S. 892, 246 App. Div. 127.

But the board of education was not held to be an insurer of pupils taking physical education courses in the gymnasium of a high school where an ordinary mat slipped on an ordinary gymnasium floor in a relay race.

*Cambareri v. Board of Education of Albany* (1927), 284 N.Y.S. 892, 246 App. Div. 127.

A board of education was also held liable for failure to use reasonable care in keeping, storing, and distributing chemicals provided for a course in chemistry, when these chemicals were potentially dangerous in combination.

*Gregory v. Board of Education of Rochester* (1927), 222 App. Div. 284, 225 N.Y.S. 679.

A case which shows how far the courts of New York have gone to protect child life against negligence is what might be called the Elevator Decision.

About two o'clock in the afternoon a boy eight years old, who had just been playing in the street, ran upon the platform of an elevator left nearly level with the street, and was injured. The engineer of the high-school building had informed the board of education about ten o'clock in the morning of the same day that the elevator was out of order. Directions were given to a contractor to make the necessary repairs.

The court held that there was no contributory negligence for a boy eight years old as a matter of law. The elevator had been left in a dangerous position by the workman. The board of education had not furnished the proper guards to keep children off the elevator, and although the court reiterated the proposition that boards of education are not liable for accidents of their agents and employees, they were liable for the injuries sustained by this boy when he fell through the elevator shaft.

The board of education had assumed the performance of the function and duty to control and care for the school building. "Duties so imposed and assumed," said the court, "may not be delegated to another." Dereliction in the discharge of such duties is a corporate responsibility. The board assumes liability for the proper performance of its duty, even though it entrusts performance to an appointee.

*Lessin v. Board of Education* (1928), 247 N.Y. 503, 161 N.E. 160.

### *Transportation of Pupils in New York*

New York State has gone a little further and has held a board of education liable for negligence in

a case which concerns the transportation of school children.

A board of education had arranged with a farm woman to carry pupils to school in a farm spring wagon, the wheels of which were unguarded. A little child fell, or was pushed, over a small seat rail into one of the moving wheels. One of the child's legs was wound around the hub. The driver did not become aware of this until a motorist coming from behind informed the driver.

In an action, the board was charged with negligence because of the three following reasons: (1) failure to guard the wheels of the wagon in which the children were being transported, (2) failure to provide a suitable conveyance, (3) failure to furnish proper and sufficient supervision.

The board attempted to use the governmental non-liability rule as a defense. Attention was called to the court that nowhere in the United States were school districts or boards of education held liable for injuries to children while being transported to or from school by the board.

The court in the opinion written by Justice Rowland L. Davis, however, quickly disposed of the entire argument, saying: "We fully appreciate the far-reaching effect of the principle we have stated as to responsibility of school districts, and the particular consequences which necessarily fall on the residents and taxpayers of the district, but we deem the protection of small, helpless children from avoidable injury of still greater importance."

*Williams v. Board of Trustees of District No. 1, Town of Eaton* (1924), 210 App. Div. 161, 305 N.Y.S. 742.

This decision, together with that written by Justice Pound, represent human judicial landmarks in public school litigation, and adds something to the educational history of schools in this country. Our philosophy of conservation of child power and welfare has risen from mere consideration of dollars and cents in terms of governmental non-liability, no-money-to-pay doctrine, and the ultra vires theory, to a level worthy of America's sense of justice. In other words, the court held that the welfare of tiny children was judicially more important than all the fine arguments relating to governmental agencies, ultra vires, and inability to pay.

An action was brought against a board of education because of negligence in transporting a pupil and other children between their homes and school. The board failed to equip the transporting vehicle properly, and a pupil's feet were frozen. The Appellate Division upheld the lower court in refusing to dismiss the action against the school district, holding the complaint stated a good cause of action.

*Armlin v. Speckerman et al.* (1937), 250 App. Div. 820, 294 N.Y.S. 159.



## BOOK REVIEWS



PHILIP W. L. COX, *Review Editor*

✓ *Life and Growth*, by ALICE V. KELIHER with the Commission on Human Relations. New York: D. Appleton-Century Company, 1938. 245 pages, \$1.20.

*Life and Growth* may be judged by educators to be the most significant text for pupils that has ever been published. The courage and the simplicity of approach to the problem of text construction which this book exemplifies are revolutionary.

The Commission was charged with the responsibility of helping young people with their personal and social problems. This responsibility required first of all a determination of what their problems are, and, second, the provision of materials by which youths could find answers for them. Hundreds of questions which young people asked of teachers, parents, and club workers were assembled. The facts and social insights and meanings included in this book present the raw materials on the basis of which youths may seek answers to their own expressed and unexpressed questions.

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Answers to such implied problems demand facts which adults are seldom prepared to present to youths. This unreadiness arises partly from adult ignorance, but chiefly it is fear that holds us back. We fear that our motives may be misunderstood; our enthusiasms will lead us to confuse opinions with facts; our facts, even if authentic, may so conflict with social stereotypes that we will be charged with radicalism or irreligion, or something worse.

But we cannot help youths to know the truths by which they may free themselves from adult stupidities if our silence or our compromises amount to deceit. Hence this book may prove to be the acid test for communities, school boards, administrators, and teachers. Its use will prove that we dare to be honest and frank in our education of youths.

✓ *Knowing Yourself and Others: Mental Hygiene for Young People*, by DONALD McLEAN. New York: Henry Holt and Company, 1938. 275 pages, \$1.48.

Dr. McLean, who is Clinical Psychologist Consultant of the Los Angeles Institute of Family Relations, has prepared this sequence of forty-three talks

to young people to help them to organize their lives and personalities. Three main drives—popularity, love, and security—furnish the major topics for three parts into which all but the introductory talks are divided. Each unit of related chapters closes with carefully selected and annotated titles for further reading. Excellent exemplifications characterize each chapter.

*Finding Yourself*, by HIRAM N. RASELY. New York: Gregg Publishing Company, 1937. 209 pages, \$1.

The problems of the young man or woman who enters or seeks to enter employment are often acute. Most of those problems involve personal adjustments. The author has endeavored to distinguish and to help the reader to solve these problems and to "sell himself" so that employment, security, and advancement may be gained.

Each chapter consists of personal advice based upon apt narratives and logical case-situations which should help young people to recognize what their adjustment problems are and to discover ways of dealing with them.

✓ *The Study Hall in Junior and Senior High Schools*, by HANNAH LOGASA. New York: The Macmillan Company, 1938. 190 pages, \$2.

For at least a half century, one of the major headaches of high-school administrators and teachers has been the uses made by pupils of study time. Whether they have occupied back seats in recitation rooms, sat in regular study halls, or been herded into auditoriums with nowhere to rest their books, papers, or even their elbows, study pupils have frequently exercised their diabolical ingenuity, often in creative but always in unscholarly ways.

The author of this helpful book has formulated the purposes, problems, and practices in study-hall management and has suggested methods for their improvement. "Teachers who have charge of study halls need to know the kind of study guidance that can be undertaken, the types of pupil behavior likely to be present, and the best ways of meeting these problems.

*Campus Activities*. Edited by HAROLD C. HAND. New York: McGraw-Hill Book Company, Inc., 1938. 357 pages, \$3.

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Of the twenty-one chapters, two, which deal with the philosophy and the central purpose of the activities, are by Dr. Hand, the faculty adviser of the seminar, while each of the others deals with a specific aspect of the total program and was prepared by members of the seminar with the assistance of Dr. Hand, or by other persons attached to the University who were peculiarly equipped for special assignments.

Each chapter includes the results of investigations at Stanford and elsewhere, explains present provisions for the activity, and points out the problems that call for further study and experiment.

*Secondary Education: Principles and Practices*, by FRED ENGEHARDT and A. V. OVERN. New York: D. Appleton-Century Company, 1937. 623 pages, \$2.75.

The authors have given us a scholarly, progressive, and in every way adequate text that has already found an important place in the literature

of secondary education. It follows a relatively conventional organization: a survey of present status of secondary educational institutions in America and in foreign lands; a résumé of institutional history, accessibility, and articulation; a discussion of functions and purposes; the educational program of studies; and a presentation of personnel problems, internal organization, and community relations.

The authors concern themselves throughout this treatment of the general field of secondary education with good conventional practices; there is little or no evidence of a desire to explore the more unorthodox ventures, now so common throughout the country.

*A Regional Program for the Social Studies*, by A. C. KREY. New York: The Macmillan Company, 1938. 140 pages, \$1.25.

While the factual core of this book deals with a curricular experiment in the social studies conducted at the University of Minnesota under the direction of Dr. Krey, the Chairman of the recent Commission on the Social Studies of the American Historical Association, its value to teachers and students is not limited to the bare report.

In two convincing chapters, the author sets forth the guiding factors and the basis in social maturation.

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tion for the modern social-studies curriculum.

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Chapter IV deals with Vertical Integration of the Program. Chapter V furnishes an example of a survey of social life such as the author recommends.

*Behavior and Background of Students in College and Secondary School*, by RUTH STRANG. New York: Harper & Brothers, 1937. 515 pages, \$4.

This comprehensive and authoritative book is the second of three volumes by the author. The first of these, *Personal Development and Guidance in College and Secondary School*, presenting a selected bibliography and summary of findings regarding each area of guidance work, appeared in 1934, and the third volume, *Counselling Technics in College and Secondary School*, will discuss the technics of work with individuals.

In the volume under review, Dr. Strang brings together some of the results of investigations relat-

ing to adolescent problems, physical characteristics, intelligence, achievement, personality, attitudes, interests, social and economic background, and expenditure of time and money. It therefore becomes for the non-specialist a most important source book by which he can find in a few moments an impartial explanation of the generally held theories on each of these factors, and a résumé of the important investigations which throw light upon their validity and their applications.

*Vocabulary Booklet in the Social Studies*, by JOHN P. DIX. Carthage, Missouri: Carthage Press Publishing Company. 1938. 120 pages, 60 cents.

This valuable little book is prepared for junior- and senior-high-school pupils and teachers to aid in the study of units and activities of the social studies. After two introductory sections explaining the scope and uses of the booklet, it contains a master list of 500 words with pupil meanings, markings, and examples, followed by exercises, activities, and contextual tests for their mastery.

*The Adult Minor*, by WILLIAM R. GEORGE. New York: D. Appleton-Century Company, 1937.

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The volume here reviewed was prepared by Mr. George shortly before his death, with the collaboration of Vera C. Rockwell, to whom he generously extends major credit for the text.

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The final chapter sets forth Mr. George's own interpretations of the failures, successes, and needs for improvement of the social-educational processes—spiritual, recreative, economic, and civic. The volume is a testament to the faith and the achievement of a bold and resourceful spirit. We are grateful that it should be available for us who so need this evidence that democracy need not be decadent.

**Coöperation: Principles and Practices**, by C.

L. CRISTENSEN, and others. Madison, Wisconsin: The University of Wisconsin.

In connection with the growing interest in coöperative production, distribution, and consumption in Wisconsin, State Superintendent of Public Instruction John Callahan distributed to high-school teachers the pamphlet here noted for use in connection with the required instruction on coöperatives. It was prepared by the Extension Service of the College of Agriculture and presents not only the principles, possibilities and limitations and geographic trend of economic coöperatives, but also discusses such problems as finance, management, and membership relations.

**The School in American Society**, by S. H. PATTERSON, E. A. CHOATE, and E. de S. BRUNNER. Scranton, Pennsylvania: International Textbook Company. 570 pages, \$3.

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change or fail to adjust themselves swiftly and smoothly to it, they may continue to perform obsolete functions. They may fail to render those new services demanded by recent economic changes and may even encourage anti-social activities." With this bold challenge in the Preface, the reader is led to expect a fundamental rather than a conventional presentation of the place of the school in American life. This expectation is not unfulfilled.

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*Mental Health Through Education*, by W. CARSON RYAN. New York: The Commonwealth Fund, 1938. 315 pages, \$1.50.

The author, optimistically assuming the general acceptance of mental health as a goal for all society, set out to discover what educational and other ameliorative social institutions were doing to promote its universal attainment. He reviewed all re-

cent literature bearing on the problem and visited many schools and clinics.

He found much that was encouraging in the general regimen, atmosphere, teacher personalities, and topological characteristics of modern schools. He cites instances of successful objectivity on the part of educational officers toward children's behavior.

In the light of almost inevitable school handicaps to mental health, and of the social lag in teacher-services, school curriculum, administration, and of conflicts between family and community standards and those of the school, he finds much that remains to be done. In his final chapter, "Next Steps", there are set forth eight changes that are of immediate importance to the conservation of the mental health of our young people.

*Community Planning for Youth*, by T. L. RELLER. Philadelphia: The Public Education and Child Labor Association of Pennsylvania, 1938. 109 pages, \$1.

This little book is addressed to administrators and teachers and to all others who are called upon to deal with youth. It brings together the developments in the youth field at home and abroad. It aims to promote the mobilization of all community resources to further the educational, recreational,

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and vocational adjustments of young people. Its constructive emphasis is on the work of the Community Coördinating Council.

*Home Room Programs for Four Year High Schools*, by J. C. WRIGHT. Keokuk, Iowa: The Extra-Curricular Publishing Company. 233 pages.

With what disheartening frequency do we hear high-school administrators and teachers say of the homeroom period, "We tried it and it was no good; the teachers just corrected papers and the pupils prepared lessons." Of course, to the cognoscenti such a statement stamps the school man who makes it as a futile and resourceless teacher.

Although the reviewer has an uneasy feeling that the lists of homeroom topics suggested for discussion during each year might degenerate into too much talky-talk if they were uprooted from a program of school activities which gave rise to them, he nevertheless welcomes the book. The author is homeroom director of Keokuk Senior High School; hence, it may be assumed that the topics have had successful practical application. As such they should give confidence to any instructor who would attempt to make his homeroom programs meaningful.

*Ohio High School Standards*, edited by G. H. Reavis. Columbia, Ohio: State Department of Education, 1937. 192 pages.

This edition of the *Standards* is not a revision of the notable 1929 *High School Standards*. It is an entirely remade draft. Through conferences of representatives of the regional educational associations and teachers meetings in the schools of the state, a very large number of Ohio educators have had some share in determining the spirit and contents of this volume.

Part I sets forth a brief philosophy of education and twenty-one standards covering a wide range of school activities, administrative and functional. Part II includes subject-matter outlines in alphabetic order. The teachers of Ohio and their representatives, and the State Department are to be congratulated on the success of their coöperative venture.

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## SCHOOL NEWS DIGEST

(Continued from page 243)

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